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# THE COLLEGE OF CHARLESTON



## ANNUAL REPORT 1993-1994

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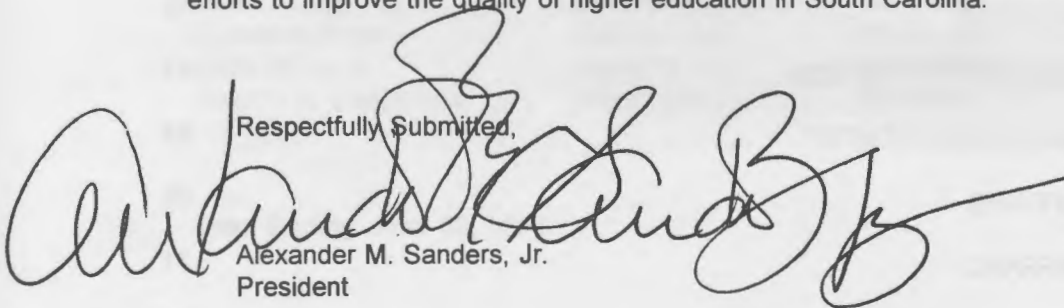
# College of Charleston

66 George Street  
Charleston, South Carolina 29424-0001

TO: His Excellency, Governor Carroll A. Campbell, Jr., and the  
Honorable Members of the General Assembly of South Carolina

On behalf of the College of Charleston, I transmit herewith its Annual Report outlining the activities of the institution during the fiscal year ending June 30, 1993. The College appreciates the support and cooperation of the State of South Carolina in its important efforts to improve the quality of higher education in South Carolina.

Respectfully Submitted,



Alexander M. Sanders, Jr.  
President

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**THE BOARD OF TRUSTEES**  
**(As of 1994)**

The Board of Trustees of the College of Charleston is composed of 17 members. Fifteen are elected by the General Assembly (two from each Congressional District and three members at-large), one appointed by the Governor, and the Governor as an ex officio member, or his designee.

**COLLEGE OF CHARLESTON BOARD OF TRUSTEES:**

Fitz-John C. McMaster, Chairman  
Gordan B. Stine, Vice Chairman  
William J. Day, Secretary  
Henry Hutson, Recording Secretary

**Term Ending June 30, 1996:**

Cheryl D. Whipper	Charleston, S.C.	1st District
Joel H. Smith	Columbia, S.C.	2nd District
William J. Day	Greenwood, S.C.	3rd District
Merl F. Code	Greenville, S.C.	4th District
J. Vincent Price	Gaffney, S.C.	5th District
Marie M. Land	Manning, S.C.	6th District
Timothy N. Dangerfield	Aiken, S.C.	At-Large

**Term Ending June 30, 1994:**

Gordan B. Stine	Charleston, S.C.	1st District
Joe E. Berry, Jr.	Columbia, S.C.	2nd District
Thomas W. Weeks	Barnwell, S.C.	3rd District
Robert S. Small	Greenville, S.C.	4th District
Fitz-John C. McMaster	Winnsboro, S.C.	5th District
J. David Watson	Latta, S.C.	6th District
Alton E. Jones	Fairfax, S.C.	At-Large
John F. Clark	Columbia, S.C.	At-Large
Sylvia Harvey	Irmo, S.C.	Governor's Appointee
John W. Molony	Charleston, S.C.	Governor's Designee

## **EXECUTIVE OFFICERS OF THE ADMINISTRATION**

Alexander M. Sanders, Jr.  
President

Conrad D. Festa  
Provost and Sr. Vice President, Academic Affairs

Andrew L. Abrams  
Sr. Vice President for Institutional Research and Planning

Frederick W. Daniels  
Sr. Vice President, Institutional Resources and Executive Administration

George E. Haborak  
Sr. Vice President, Student Affairs

Robert E. Lyon  
Sr. Vice President, Institutional Advancement

Gary M. McCombs  
Sr. Vice President, Business Affairs

## **PRESIDENT'S OFFICE**

Alexander M. Sanders, Jr . . . . .	President
Daniel Dukes . . . . .	V.P. Governmental Affairs
Andrew L. Abrams . . . . .	V.P. Legal Affairs
. . . . .	Director of Governor's School
Robert E. Gillis . . . . .	V.P. Human Relations/Minority Affairs
J. Eric Forsberg . . . . .	Internal Auditor
Jerry Baker . . . . .	Executive Athletic Director

## **INSTITUTIONAL RESOURCES AND EXECUTIVE ADMINISTRATION**

Frederick W. Daniels . . .	Sr. V.P. Institutional Resources and Executive Administration
Elizabeth W. Kassebaum . . . . .	Asst. V.P. Executive Administration
Monica R. Scott . . . . .	Director of Facilities Planning
Marcia Moore . . . . .	Director of Administrative Computing
Dollie Bond . . . . .	Director of Personnel
Lamont Meyer . . . . .	Director of Mail Services
Elizabeth Godfrey . . . . .	Director of Administrative Services
James Shumate . . . . .	Director of Physical Plant
Virginia Friedman . . . . .	Director of Media and Technology
Henry C. Hutson . . . . .	Secretary to Board of Trustees



## ACADEMIC AFFAIRS

Conrad D. Festa	Provost and Sr. V.P. Academic Affairs
Sue A. Sommer-Kresse	V.P. Enrollment Management
Wayne Patterson	V.P. for Research and Professional Services, and
	Dean of Graduate Studies
Sharon Pothering	Asst. V. P. for Academic Affairs
Joan Hillman	Asst. to the Provost
Barbara Gray	Sponsored Programs
William Lindstrom	Assoc. Dean of Undergraduate Studies
Sandra Powers	Assoc. Dean of Undergraduate Studies
Rose Hamm	Director of Honors Program
Margaret E. James	Director of Academic Computing & Facilities Management
Marvin Dulaney	Director of Avery Research Center
Donald C. Burkard	Dean of Admissions and Continuing Education
William Anderson	Registra
Abbie Smith	Director of Continuing Education
Donald R. Griggs	Director of Financial Aid
Thomas S. Gibson	Director of College Skills
Pamela Isacco-Niesslein	Asst. Dean of Advising
Sue Thompson	Director of Orientation
T. Eston Marchant, III	Director, Professional and Community Services
Denny Ciganovic	Director of Career Services
Boyce Cox	Asst. Director of Career Services
David Cohen	Dean of Libraries
Samuel M. Hines, Jr.	Dean of School of Humanities and Social Sciences
Gordon E. Jones	Dean of Math and Science and Graduate Studies
Edward C. McGuire	Dean of School of the Arts
Howard F. Rudd	Dean of School of Business and Economics
Nancy Sorensen	Dean of School of Education

## INSTITUTIONAL ADVANCEMENT

Robert E. Lyon	Sr. V.P. Institutional Advancement
Susan Sanders	Director of College Relations
Anthony Meyer	Director of Alumni Services
Karen Abrams	Director of Development
Tomi G. Youngblood	Director of Advancement Services
Paul Craven	Director of Corporate and Foundation Relations
Elizabeth Hull	Director of Annual Giving
Marge Masteller	Director of Planned Giving
Karen Jones	Assistant Director of Alumni Services

## INSTITUTIONAL RESEARCH AND PLANNING

Andrew L. Abrams . . . . . Sr. V.P. Institutional Research and Planning  
Cheryl Bolchoz . . . . . Associate Director of Statistical Research

### STUDENT AFFAIRS

George E. Haborak	Sr. V.P. for Student Affairs
Scott Derrick	Director of Student Activities
David Davis	Director of Health Services
Renee Gravitt	Director of Residence Life
Ellenor M. Mahon	Director of Counseling
Richard B. Voorneveld	Dean of Students
Eileen M. Baran	Asst. to V.P. for Student Affairs

### BUSINESS AFFAIRS

Gary M. McCombs	Sr. V.P. for Business Affairs
Joseph E. Bolchoz, Jr.	Controller
Joel J. Lake	Director of Auxiliary Services
Anne D. Brownyard	Director of Procurement
Priscilla D. Burbage	Budget Director
Dianne P. Dyches	Asst. Treasurer
J. Robert Rodwell, Jr.	Bookstore Manager
Richard N. Krantz, Jr.	Director of Fire and Life Safety
James H. Goss	Chief, Public Safety
James Parlor	Campus Commander, Public Safety

### PUBLICATIONS

The following documents are publications of the College:

- \*The College of Charleston Undergraduate and the University of Charleston, S.C. Graduate Bulletins (the course and academic requirements catalogs)
- \*The College of Charleston Student Handbook
- \*The University of Charleston's general recruitment brochure and poster(s) on Graduate Programs
- \*The College of Charleston/University of Charleston schedule of courses for Fall, Spring and Maymester-Summer Sessions
- \*The College of Charleston Directory (addresses and telephone numbers)
- \*Student Publications: The Comet (yearbook), The Cougar Pause (newspaper), The Miscellany (literary magazine)
- \*The College of Charleston Newsletter (for Alumni and Friends of the College)
- \*Speakers Bureau Directory
- \*The College of Charleston Campus Contacts/Campus Guide
- \*The College of Charleston Admissions Prospectus, poster and other recruitment pieces as needed
- \*The College of Charleston Honors Program publications
- The College of Charleston Academic and other Special Program publications
- \*The Blacklock Papers
- \*The College of Charleston Facts brochure and departmental fact sheets

## STATUTORY AUTHORITY

By section 10 of Part III of an Act Bearing Ratification No. 1050, enacted at the 1970 Session of the South Carolina General Assembly, approved by the Governor on April 2, 1970, the State of South Carolina acquired all property of the College of Charleston and assumed the operation of the College as a state-supported institution of higher learning, its governing board to be the State College Board of Trustees, created by Act No 353 of 1969 (Trustees). This Board was responsible for Lander College and Francis Marion College as well as for the College of Charleston. In 1988, a separate College of Charleston Board of Trustees was created by Section 59-130-10 by the South Carolina Code of Laws of 1988. In 1992, the College of Charleston Board of Trustees was authorized to establish the University of Charleston under Section 59-130-30(20) of the South Carolina Code of Laws. This entity now houses the colleges graduate, professional and community service components.

## HISTORY

Although founded in 1770, the College of Charleston began its corporate existence March 19, 1785, with classes beginning July 3, 1785, and the first degrees conferred in 1794. In 1837 it formally became the first municipal college in the United States. The College of Charleston became a coeducational institution in 1918.

Rich in tradition and history, the College's graduates enjoy national prestige in countless areas of public life. Among its distinguished alumni, the College of Charleston lists such men of letters as James DeBow, Paul Hamilton Hayne, Ludwig Lewisohn, and Edward McCrady. Other alumni who have figured prominently in this country's political history include Mendel J. Davis, U.S. Congressman; James B. Edwards, Governor of South Carolina and Secretary of Energy; John C. Fremont, explorer and presidential candidate; Joseph E. Jacobs, Ambassador; Burnet R. Maybank, Mayor of Charleston, Governor of South Carolina, and U.S. Senator; L. Mendal Rivers, U.S. Congressman; and Ferdinand A. Silcox, Chief Forester of the United States.

Other alumni who have made contributions to various fields of endeavor include Frank Blair, network news commentator; Frances Ravenel Smythe Edmunds, Preservationist; William S. Gaud, Executive Vice President of the International Finance Corporation; Dr. Webb E. Haymaker, Senior Scientist and Director, Life Sciences, NASA; Wendall M. Levi, Attorney, Author, Horticulturist and Ornithologist; Josephine S. Pinckney, Authoress; Edward L. Powers, Geneticist and Zoologist; Herbert R. Sass, Author; Paul E. Scherer, Theologian; Forsyth Serfesse, Financial Advisor to the Chinese government and Forester; and Albert Simons, Architect and Author.

On July 1, 1970, the College of Charleston became part of the higher education system of the State of South Carolina and entered into a new phase of history. As a state agency, the College has expanded and provided new majors and course offerings to better serve the students, the community, and the state. Its growth has been far more rapid than any experienced in the past.

Since becoming a state-supported college in 1970, the campus has grown from approximately seven acres to currently over 52, the enrollment from 1,040 to 10,600, the faculty from 52 to 400, the course offerings from 300 to 1,800, and the staff from 72 to over 400.

The College's accreditation was reaffirmed in 1986 by the Southern Association of College and Schools. The College is an equal opportunity institution.



## PURPOSE

Until July 1, 1970, Charleston was without a state-supported, general purpose college open to students of both sexes. The purpose of the College of Charleston is to bring a varied and well-balanced higher education program within the reach of all qualified students in the low country, and the State, and the Southeast. Although every county in the state is represented in its student body, the majority are from the commuting Tri-County area. Its purpose as an institution is to provide an expanded range and quality of academic programs at a cost comparable to that of other state-supported colleges.

The program of the College will continue to be oriented to instruction in the arts and sciences on the undergraduate level. Post-graduate programs have been confined to the Master's degree level in the past; however the College anticipates offering a limited number of doctoral degrees in carefully selected areas. The College participates in graduate instruction as authorized by the Commission on Higher Education.

In the past, without the existence of a state-supported institution, 70% of the high school graduates of the local area terminated their formal education. It has been one of the purposes of the College to narrow and ultimately close the educational gap for Charleston and the lowcountry area. The enrollment growth in the past twenty years provides a measure of the success in this massive undertaking.

The College of Charleston Board of Trustees approved the following Statement of Purpose for the College of Charleston in 1994:

The College of Charleston is a moderate-sized state-supported comprehensive institution providing a high quality education in the arts and sciences, education and business. Consistent with its heritage since its founding in 1770, the College retains a strong liberal arts undergraduate curriculum. It strives to meet the growing educational demands primarily of the Lowcountry and the State and, secondarily, of the Southeast. A superior quality undergraduate program is central to the mission of the College.

The College of Charleston seeks applicants capable of successfully completing degree requirements and pays particular attention to identifying and admitting students who excel academically. The College of Charleston serves a diverse student body from its geographical area and also attracts students from national and international communities. The College provides students a community in which to engage in original inquiry and creative expression in an atmosphere of intellectual freedom. This community, founded on the principles of the liberal arts tradition, provides students the opportunity to realize their intellectual and personal potential and to become responsible, productive members of society.

In addition to offering a broad range of baccalaureate degree programs, the College currently provides an increasing number of masters degree programs which are compatible with the community and the state. The College also anticipates offering a limited number of doctoral degrees should location and need warrant. As a prominent component of the state's higher education system, the College encourages and supports research. Its faculty are important sources of knowledge and expertise for the community, state, and nation. Additionally, the College provides an extensive continuing education program and cultural activities for residents of the Lowcountry of South Carolina.

**PRESIDENT'S OFFICE/EXECUTIVE ADMINISTRATION**  
**EXECUTIVE ADMINISTRATION**

The Office of Executive Administration coordinates the general operation of the President's Office and assists the President and his staff in administrative matters. Additionally, the office serves as the liaison person for providing services to the College of Charleston Board of Trustees.

Offices which comprise Executive Administration are the Vice President for Legal Affairs, Vice President for Governmental Affairs, Internal Auditor, Vice President for Human Relations/Minority Affairs, Assistant Vice President for Executive Administration, and Executive Director of Athletics.

**LEGAL AFFAIRS.** The Vice President for Legal Affairs provides legal advice to the President and other administrators, faculty members, and students in such areas as disciplinary matters and grievances, content of publications and contracts, and immigration and personnel matters. He/She also represents the College in litigation unless the employment of outside counsel is authorized by the Attorney General, in which case he/she monitors cases, serves as liaison and assists outside counsel.

**GOVERNMENTAL AFFAIRS.** The Vice President for Governmental Affairs has the responsibility of acting for the President in representing the College with the South Carolina General Assembly, Budget and Control Board, Commission on Higher Education, and various other state boards and commissions. The Vice President for Governmental Affairs assists the President in planning for various projects and programs at the College and gaining necessary approval for these projects and programs as necessary to meet the needs of the academic, research and community service mission of the College of Charleston.

**INTERNAL AUDITOR.** The Office of the Internal Auditor conducts ongoing financial and management audits of all operations in every division of the agency. The purpose of these audits is to ensure fiscal accountability and control, as well as the most efficient and effective use of its resources.

**HUMAN RELATIONS/MINORITY AFFAIRS.** The Office of Human Relations/Minority Affairs continues to coordinate the College's effort for the development, implementation and monitoring of practices and policies which assure fair and equal access and treatment of all employees and students at the College. The office worked closely with in-house Legal Counsel, the Senior Vice Presidents, Vice Presidents, Deans and Department Chairpersons, and other Administrators throughout the organization for a growing campus that is multi-cultural and diverse in its student body, employees, programs, and activities. The office completed statistical and written reports as required by State and Federal Agencies, and rewrote the College's Affirmative Action Plan.

The office served as the liaison between the College and some enforcement agencies and provided consultation regarding Title VII, Title IX, and the Americans with Disabilities Act. The office investigated complaints that allege discrimination and complaints of sexual harassment, counseled employees and supervisors on relationships affecting job performance, and acted as the conflict/resolution office. The office administered and rebid the Referral Employee Assistance Program. The Office of Human Relations/Minority Affairs also provided services for physically disabled students in order to assure their

fullest participation.

**ASSISTANT VICE PRESIDENT FOR EXECUTIVE ADMINISTRATION.** The office assists students, administrators, faculty and external groups in planning and managing campus and public events to assure that appropriate consideration is given to the allocation of space, development of invitation lists, protocol, supervision of events, collegiate image, and audience development. Additionally, the Office oversees the management of the Sottile Theatre and the Physicians Auditorium. Finally, the office assists in coordinating the affairs of the College of Charleston Board of Trustees and Board of Visitors.

#### **COLLEGE OF CHARLESTON ATHLETICS:**

The College of Charleston received NCAA Division I status September 1, 1991 and at the same time became a member of the Trans America Athletic Conference. The College Fields 17 varsity sports.

##### **Men's Basketball**

The Cougars finished the year with a 24-4 record, won the Trans America Athletic Conference title with a 14-2 mark and claimed the school's first ever NCAA bid in only their third season as a Division I team. The Cougars lost a tough 68-58 decision to Wake Forest in the Southeast Regional in Lexington, KY. The Cougars won the Lowcountry Basketball Classic, held at the North Charleston Coliseum over the Christmas Holidays. The Cougars defeated Penn State, 71-65, in the first round and routed Alabama, 82-60, in the championship game. Head Coach John Kresse was named the TAAC and State Coach of the Year. Marion Busby was named the TAAC Player of the Year.

##### **Women's Basketball**

The Lady Cougars finished the season with a 12-14 record. The Lady Cougars played a tough schedule against the likes of South Carolina and eventual national champion North Carolina. Natalie Seel and Meredith Allen earned All-TAAC honors.

##### **Baseball**

The Cougars, under Head Coach Ralph Ciabattari, finished their most exciting season with a 27-21 record. The Cougars, in just their fourth season of baseball, knocked off then top-ranked Florida State, 3-0, in Tallahassee. Two Cougar pitchers signed major league contracts. Robbie Thomas signed with the Los Angeles Dodgers, while teammate Thad Rowland inked a contract with the Boston Red Sox.

##### **Softball**

The Lady Cougars, under Head Coach Shannon Gregg, finished with a 16-26 record in just their second season of competition. The Lady Cougars went 16-18 after an 0-8 start. Ashley Gardner earned All-TAAC honors.

##### **Men's and Women's Swimming**

The swim teams enjoyed another outstanding season. The men claimed the Southern States Championships, while the Lady Cougars finished second. head Coach Bill King was named the Southern States Coach of the Year. The men finished with a 8-8 record while the Lady Cougars ended 6-9.



### Equestrian

The Equestrian team continues to be one of the top programs in the nation. Led by Head Coach Bob Story, the squad won its 12th state region title and finished third nationally.

### Sailing

The sailing team under the direction of Head Coach George Wood had another tremendous year. The Cougars finished third nationally.

### Men's Soccer

The College of Charleston finished an impressive 1993 campaign by going 12-4-2 and tying for the TAAC Championship. In recognition for a great season, head coach Ralph Lundy was honored as TAAC Coach-of-the-year. The Cougars recorded wins over UNC-Charlotte, Davidson, and Furman, and tied Final Four runner-up South Carolina and nationally ranked Santa Clara. The Cougars placed Chad Carithers, Scott Clayton, and Alvaro Betancur on the First Team All-TAAC and Shane Weems and Josh Farrar on Second Team All-TAAC.

### Women's Soccer

The Lady Cougars finished out their first season at 1-17 with their victory a 2-1 triumph over Erskine. Heather Lloyd became the very first player to be honored as she earned Second Team All-TAAC. The season was a valuable learning experience for Head Coach David Jordan who looks to have an improved squad which loses only one graduating senior.

### Women's Volleyball

The Lady Cougar volleyball squad improved on last seasons record by finishing 29-9 and third in the TAAC. The Lady Cougars were not expected to finish as well as they did with the loss of TAAC Player-of-the-year Suzanne Lowry, but head coach Laura Lageman put together another impressive season with victories over SEC teams South Carolina and Mississippi State. Claudia Fann, Michelle Farah, and Jennifer Rodriguez were named to Second Team All-TAAC.

### Men's Cross-Country

The men's cross-country team, led by head coach Randy Brown, finished 8th in the TAAC Championship this season. Wes Littlejohn posted the best finish for the Cougars at 16th. Aaron Perry had the highest individual finish in a match at 7th in the Winthrop Invitational. Next season will be improved as the Cougars lose only one runner to graduation.

### Women's Cross-Country

Coach Brown guided the Lady Cougars to a nice season with a 4th place finish in the TAAC Championship, with Rachelle Boyer finishing 10th and earning All-TAAC honors. Jen Bollerman had the highest finish for the team with a 4th place finish in the Bulldog Invitational, which the lady Cougars won.

### Men's and Women's Tennis

Under Head Coach Angelo Anastopoulo, the men's and women's tennis teams enjoyed one of their most successful seasons ever. The Lady Cougars finished second in the TAAC and 18-9 overall, while the men were 24-7 and finished fifth in the TAAC.

### Women's Golf

Head Coach Nancy Newberry led the Lady Cougars to a third place finish in the TAAC tournament. The team's highest finish since joining the conference three years ago.



### Men's Golf

Head Coach Daniel Dukes led the Cougars to a top fifty ranking nationally and narrowly missed an NCAA tournament bid. The Cougars finished third in the TAAC tournament.

## **INSTITUTIONAL RESOURCES AND EXECUTIVE ADMINISTRATION**

**PERSONNEL.** The Personnel Department's responsibilities include planning, formulating, implementing, administering, and supervising personnel programs at the College of Charleston. These elements of responsibility are comprised of the recruitment, employment, classification, compensation, employee relations, and records retention for all classified employees of the College. The Personnel Department performs all of the administrative employment functions for the faculty and special program personnel; formulates policies and procedures within the framework of the State Personnel Employment directives; and ensures compliance and conformity in all personnel matters. The Department is responsible for the administration of all benefits programs available to all College employees, and is responsible for the College's staff development and training programs for non-credit courses. As of June 30, 1994, there were 376 filled classified positions and 381 filled unclassified positions.

**MAIL SERVICES.** The College Mail Services employs four full-time members, two temporary employees, and 10-12 student workers. It provides delivery of student mail and parcels within the distribution center and two other centers totaling 3,500 boxes. It provides pick-up and delivery of intra-campus and US mail to 85 departments in 25 different College buildings and Ft. Johnson Marine Lab and the Citadel Printshop. An Intra-State courier service is operated between the College of Charleston and other state agencies designated by the Budget and Control Board, Division of General Services, and Inter-Agency mail services. The College Mail Service also receives mailable parcels for students through Express Mail (U.S. Post Office), Federal Express, United Parcel Service, AirBorne, DHL, and Roadway.

**ADMINISTRATIVE COMPUTING AND FACILITIES MANAGEMENT.** The Administrative Computer Services Department is responsible for supporting all administrative staff with their computing needs and questions. The department provides support for a DEC VAX 6610 computer, DEC VAX 6420 computer, and approximately 700 PC's and printers throughout the campus. Support also includes the enhancement and maintenance of all administrative computer application software on the centrally located large computers (student information systems, financial records systems, human resources system, alumni/development system, inventory system, etc.). Training, support, and programming is also provided for PC software. In addition to providing hardware and software services, Administrative Computer Services also maintains the College's campus wide fiber optics ethernet network as well as its connectivity to INTERNET, COASTNET, and other networks.

During the 1993-94 fiscal year, Administrative Computer Services made many enhancements to the College's computer software, hardware, and network. Software improvements for the financial computer systems included a major upgrade to the new Human Resource System (HRS Plus) as well as a major upgrade to the Financial Records System (FRS Plus). The Student Information Systems programming team designed and implemented a new Student Evaluation of Professors System, applied all the federal Financial Aid 93/94 Regulations, created and transmitted Student, Course, Degree Completions, and Facility data to Commission on Higher Education, finalized the

Facilities/Space Utilization System, completed the implementation of the base Bookstore Cashiering/Perpetual Inventory System, and converted many small systems from USC's computer and College's Wang computer to the College's VAX computer. This programming team was also heavily involved in the design and coding of the exciting new Direct Lending System for which the College was one of the few institutions in the country approved to implement. Also, the programming team was instrumental in the conversion process from the Alumni Development System (ADS) on the VAX to Blackbaud's Alumni Development System on a fileserver - final conversion won't be until 1994-95.

Not only were new software systems added and other ones changed, but access to all the systems increased. More faculty became interested in viewing student and course information from their PC's. Access for more users to see their departmental financial and budget data was also granted. Electronic mail usage continued to grow and more users expanded this capability worldwide through Internet. Statistics show 398 faculty and staff using the Student Information System, 236 using Financial Records System, 34 using Human Resources System, 46 using Alumni/Development System, and 420 using the administrative electronic mail system. The College's VAX computers also received a major "facelift" this year which improved their efficiency. SCSI disk drives and disk controllers for the VAX computer were bought and installed along with an upgrade to its 8mm tape drive. The disk shadowing and striping technology was implemented on the disk drives which improved performance. The redundancy provided by this technology also prevented the computer systems from being down on several occasions when the disk drives malfunctioned. The VAX network communications was changed from Wollongong to Multinet which proved to be a cost savings and a better quality product. Response time was closely monitored during all registrations and kept at acceptable level. Monitoring and assessment tools were also installed on the VAX computers.

Many enhancements also occurred on the campus network. The Network team upgraded network hubs and other network equipment to support current technology along with adding some additional network segments to support the increase in network traffic. New buildings connected to the campus network included St. Phillips Residence Hall, 45 Coming Street, Sottile House, Physical Plant, Blacklock House, Central Energy, 11 Glebe, and 22 Glebe. Network connectivity of the College's Grice Marine Lab at the Ft. Johnson facility to the downtown campus network was also started. The networking needs and requirements for various academic departments including Physics, Chemistry, Biology, Geology, Languages, Theater, and Political Science were analyzed and implemented. Additional administrative users/equipment were also attached to the network. Other network and PC services provided included upgrades of PC's, support for existing and new PC software such as Windows and WordPerfect 6.0, various office moves, and the implementation of printers, modems, internal fax cards, and scanners.

Administrative Computer Services was also heavily involved this past year with planning and assessment. The campus Information Technology planning report for information resources was prepared and submitted to the state for approval. Assessment analysis showed a tremendous increase in computer requests and troublecalls from the campus. The new Helpdesk also became utilized much more. In order to provide better service to the campus users, Administrative Computer Services also developed a User Manual for each campus computer user.

**ADMINISTRATIVE SERVICES.** The Administrative Services Department is responsible for providing the campus with telephone and quick copy services. The staff manages the campus telecommunications network, comprised of 1800 lines, and administers telephone service at remote locations. The department provides support and wiring facilities to the Computer Services Operation for the transmission of data. Direction is given in the



planning, acquisition, design, maintenance, and use of various telecommunications services and equipment, including identifying and providing for the College's disabled and/or impaired constituencies. Long range plans are forecasted and presented to the Division of Information Resources Management for further research and implementation. A revenue-generating student long distance service is administered, and monthly administrative telephone charges are justified and billed to the departments. Faculty, staff, and student telephone listings are updated regularly, and the staff compiles and publishes a "no cost" campus telephone directory, annually.

The procurement, maintenance, and amortization schedules for equipment located in the Copy Center and thirteen satellite areas are also administered. The services offered by the Campus Copy Center include high-volume copying, lay-out, design, spiral binding, and desktop publishing. The center is equipped with a duplicating press, high-speed copier, and other related equipment. Long range procurement plans and projections related to both telephone and copying technologies are developed and formulated into the College's annual Information Technology Planning Document.

**FACILITIES PLANNING.** The Facilities Planning Office is responsible for the development of the College's Master Plan for the physical development of the campus, its long-range permanent improvement program, and its short-range allocation program.

The College of Charleston's main campus comprises approximately eleven city blocks bounded by Vanderhorst, St. Philip, Wentworth, and Coming Streets. The buildings consist of Harrison Randolph Hall (the administrative building), Towell Library (the original library), Porter's Lodge, Maybank Hall (classroom building), the Robert Scott Small Library, Central Energy Facility, Science Center, Thaddeus Street, Jr. Education Center, Physicians Memorial Auditorium, Albert Simons Center for the Arts (Fine Arts Center), Theodore S. Stern Student Center, Cafeteria, men's and women's residence halls (1,799 permanent beds), the President's Residence, Student Health Center, Early Childhood Development Center, 60 former residences converted to faculty and administrative offices, and student residences, a gymnasium constructed in 1939 as a WPA project, the F. Mitchell Johnson Physical Education Center, Physical Plant Repair Shops, the J.C. Long Building (Computer Services, Computer Science, and the School of Business), the Sottile Theatre and the former Sears building. The College also operates Grice Marine Laboratory at Fort Johnson on James Island and an Outdoor Activities Facility at Remley's Point in Mount Pleasant. Nine of the former residences are being leased from the College of Charleston Foundation for faculty and administrative offices and dormitories. During the 1994-94 fiscal year, the College completed or initiated several major projects including the renovation of the Old Gym, the renovation of the Third floor of Sears, and the relocation of its Central Store and Warehouse functions.

The College is located in Charleston's Old and Historic District. The zoning ordinance imposes strict regulations on use, construction, demolition and alteration within the district. Extensive demolition and site clearing for new construction is not possible, and restoration and maintenance of existing buildings, primarily former residences, is regulated. Because of these limitations, the College has acquired needed facilities by renovating and converting over 80 buildings for College use, most of which are former private residences. Fifty-five of these buildings contain less than 5,000 square feet. Forty-six percent of the buildings are over 120 years old. This figure includes eight percent which are over 170 years old. Seventy percent of the buildings are former residences. New construction of institutional-type facilities has been sited where land was available.

The new facilities were constructed to make maximum use of the available land while enhancing the character of the existing campus and creating a learning atmosphere to

support the education, architectural and aesthetic appointments historically associated with the campus. The new designs complement the historic buildings in surface materials, facade design and size. Success in this endeavor has been acknowledged by the National Trust for Historic Preservation in the form of a "special award" for the preservation, restoration and expansion of the inner-city campus by not just preserving old buildings, but also the building of new structures "which are architecturally compatible with the old". The result is "an ambience that is at once traditional, modern and pleasing."

The College's efforts have been further recognized by the American Association of Nurserymen through its presentation to the College of Charleston of the National Landscape Award in recognition of the College's achievement in landscape and beautification; by an award of merit from the American Association for State and Local History; by a special award for area preservation from the Preservation Society of Charleston; and by the South Carolina Chapter of the American Institute of Architects who conferred the Recognition Award on the College of Charleston for outstanding contribution to the urban environment with the revitalization and expansion of the Charleston campus. The College received its second design award by the South Carolina Chapter of the American Institute of Architects in March 1980, for the design of the Albert Simons Center for the Arts (Fine Arts Center).

The College evaluates space needs by major use categories and used three criteria to determine need. They include the 1970 Master Plan, the 1981 Property Acquisition Plan and the 1992 Facilities Planning Analysis. The 1992 Facilities Planning Analysis determines current inventory, and recommended inventory for current enrollment based on normative standards or institutional policy as well as potential properties/facilities to meet these needs. It also is used to determine facility needs for any projected enrollment increases. The College's major space needs are in the areas of classrooms, laboratories, office space, library, residence halls and parking.

**MEDIA AND TECHNOLOGY.** The Office of Media and Technology (OMT) provides media services to the College community. The OMT operates and maintains a campus-wide video network, a media library, publishes a video catalog, production services, classroom and event support, permanent AV installations and a television studio. The OMT also produces instructional and informational videos and public affairs programs for SCETV. Among the program topics produced by the OMT are: victim's rights, affirmative action, drug abuse and education, and South Carolina politics and schooling. The Office of Media and Technology is producing an informative CD-ROM for distribution.

**PHYSICAL PLANT.** The Physical Plant completed the following projects during fiscal year ending June 30, 1994:

- Finished repairs to Randolph Hall slate roof.
- Reroofed Grice Marine Lab at Ft. Johnson.
- Reroofed Thaddeus Street Education Center.
- Partially reroofed Craig Hall and Cafeteria.
- Selected A & E for Renovation of Old Gymnasium and final phase of Sears Building third floor and basement.
- Renovated 20 Glebe Street.
- Partially reroofed Sears Building - Over Procurement Section.
- Located warehouse for conversion to Central Stores (to be relocated from Sears basement).
- Started renovation of various departmental areas within Science Building, Coles Building, 9 Liberty Street and Fine Arts Building.



**MOTOR POOL.** The Motor Pool is operated as a division of the Physical Plant and sixty-nine (70) vehicles are assigned. Thirty-five licensed motor vehicles (3 leased from DMVM) are available for general use, and thirty-four (35) general purpose vehicles are used by the Physical Plant, Grounds, Central Energy, and Custodial Services.

### **INSTITUTIONAL RESEARCH AND PLANNING**

The Office of Institutional Research and Planning is an integral part of the various institutional planning processes that exist for the preparation of both internal and external planning documents.

The Institutional Research component is responsible for the collection and analysis of management information for decision-making, the preparation of all required external reports for the Commission on Higher Education and the federal government, the preparation of special reports and research studies, the preparation of external questionnaires, surveys, the Annual Report, and all requests for institutional statistics and information.

The Planning component is responsible for the institutional planning on campus, including the annual action plan, five year plan, institutional effectiveness and reaccreditation.

**GOVERNOR'S SCHOOL.** The College continues to operate the Governor's School of South Carolina. This summer 239 students, rising South Carolina high school seniors, attended the Governor's School. They studied "Global Issues" and a specific subject matter course as their curriculum, and participated in a wide variety of cultural and educational experiences for a five week period. Again, fifteen (15) students from Eastern Europe were in attendance, under a Soros Foundation grant providing a special international learning opportunity for the South Carolina students enrolled in the program.

### **ACADEMIC AFFAIRS**

The 1993-94 academic year brought a number of opportunities and accomplishments. The division began its third year under the school structure. Two new graduate programs were approved in 1993-94. These include: Master of Science in Accountancy, and the Master of Science in Environmental Studies. Also, two new interdisciplinary minors were approved: Arts Management and Administration, and Languages and International Business.

This section addresses in detail the activities of the Academic Affairs area which is assigned to the Provost/Senior Vice President for Academic Affairs. Academic Affairs is organized into five academic schools and the library, which include 31 academic departments and special interdisciplinary programs, and the Enrollment Management Division, which includes the academic student and program support services (i.e., Undergraduate Studies, Admissions and Continuing Education, Registrar, Financial Aid, Student Inter-cultural Programs, Advising, Orientation, and Career Services). The Vice President for Research and Professional Services/Dean of Graduate Studies position became effective 1993-94. The Research and Graduate Studies division includes the Office of Research, the Office of Professional and Community Services, and the Office of Graduate Studies. The activities of the divisions are reported separately in the sections below.

**ACADEMIC COMPUTING AND FACILITIES MANAGEMENT.** Academic Computing serves as a key link between the academic community and the computer resources available to the College's students and faculty.

The department is charged with providing, staffing, and maintaining the computer facilities used for academic purposes at the College of Charleston. The department operates two computing centers open to all College of Charleston students. The Center in the basement of the Robert Scott Small Library contains 54 Zenith 386SX's, 13 Zenith 486SX's, 5 Centris', and 20 Macintosh IIsi's networked to two Zenith file servers. The Center in room 404 of the J.C. Long Building is equipped with 73 Zenith 386SX machines. These comprise two networks that are bridged to two networked classrooms in the same building. Additionally, there is a network of 24 Macintosh IIsi's and 10 Apple II's. Laser printing is available in both centers at no cost to students. All networks are loaded with a wide variety of software and help is available at all times. Additionally, free seminars on various application software packages and PC fundamentals are offered throughout the semester. The department operates libraries of software in the centers. The Centers are open seven days a week.

Additionally, the department manages a VAX 6510 for use by the academic community as well as running the Data Research Associate software for the Robert Scott Small Library for their automation. It also serves as the name server for BITNET and Internet.

There are small Student Computing Centers in each of the dormitories to which students have 24-hour access. These centers are equipped with Zenith 386SX's computers.

There is also a small computing center in the Stern Student Center for use by the commuter students.

Academic Computing is dedicated to promoting campus-wide computer literacy. The staff is committed to foster an atmosphere of learning and individual experimentation within the centers which will enable the ambitious student to progress beyond simple literacy. To this end, the Centers are equipped with a variety of tools designed to facilitate the dissemination of information, stimulate personal creativity and enhance problem solving capability.

**ENROLLMENT MANAGEMENT.** The primary responsibility of the Enrollment Management Division is to develop and implement a recruitment plan and to coordinate the academic support services necessary for the retention of students. Included in the Academic Affairs area of the College of Charleston, the Enrollment Management division includes: the Office of Admissions and Continuing Education, Financial Aid and Student Scholarships, Student Intercultural Programs, Maymester/Summer Sessions, Registrar, Undergraduate Studies, College Skills Laboratory, Academic Advising Center, Orientation, Learning Disabilities Services, Upward Bound, Special Programs for Minority Students, and Career Services.

Enrollment Management offices coordinate their efforts with all academic departments and the Student Affairs offices to reach prospective students, and assist and advise the enrolled students. Enrollment Management is a student-centered concept that fosters the personalization of academic programs and student services.

Recently, the College of Charleston has received three Retention Awards from the National Center for Retention. These awards were given for developing model retention programs.

These retention efforts along with the better academic preparation of entering students have increased the retention of students from freshman to sophomore years by



12% to approximately 80%. Retention of transfer students has increased by 25% to approximately 70%. Minority students are retained at a higher rate than majority students.

**Major accomplishments in the Enrollment Management Division for 1993-94:**

- \* Total Quality Management training for all Deans and Directors in the Enrollment Management Division was held monthly from September 1993 to May 1994. Follow-up training is scheduled for Fall 1994/Spring 1995.
- \* A 10% increase in the applications for new undergraduate students. 7234 applications were received for enrollment in fall 1994.
- \* 2500 new freshman and transfer students enrolled for Fall 1994, projected enrollment increase of 2% - 3% overall was realized.
- \* The average SAT score for incoming freshmen increased by 7 points from 1019 to 1026.
- \* Increase of new undergraduate black student enrollment by 30%.
- \* Retention for undergraduate students was maintained as projected.
- \* Transfer student advising and registration sessions held at Trident Technical College four times per year were formalized.
- \* An Advisor Handbook for training and use by faculty advisors was revised and published.
- \* An application and evaluation system for students with learning disabilities with a database for access and tracking of student needs and performance was implemented.
- \* Grants from the South Carolina Securities Commission and Charleston County JTPA funded College Connection Programs for 29 low-income rising high school seniors or recent graduates for a summer enrichment college transition program.
- \* A College Experience Program for 50 minority rising high school seniors was conducted to introduce them to college life.
- \* A grant from the SOROS Foundation funded 15 students from Slovakia, Hungary and the former Yugoslav Republics to participate in Governor's School.
- \* Electronic registration and job matching software was installed in the Career Services Office for the use by seniors and alumni.
- \* An alumni career advising network has been expanded to provide career contacts throughout the nation and the world.
- \* The College of Charleston's Financial Aid Office was selected as one of 104 out of over 1100 applicants to participate in the Federal Direct Loan Program for 94-95.
- \* College Skills Lab was rated as one of the top five College Developmental Programs in the country by Commission on Higher Education evaluators.
- \* Supplemental Instruction coordinated through the College Skills Lab provided group tutoring assistance to approximately 400 students enrolled in high risk science courses.
- \* 2598 new students and 2073 family members attended orientation sessions in summer 1993 and 454 new students attended in January, 1994. (99% participation rate)
- \* 96% of the provisional students met or exceeded the minimum academic standards at the College during the 1993-94 academic year.
- \* Automation of the transcript production and billing system was implemented.

**OFFICE OF ADMISSIONS AND CONTINUING EDUCATION.** The Office of Admissions and Continuing Education coordinates the identification, recruitment, and selection process

of undergraduate students who either seek a degree or wish to enroll for credit courses as non-degree students.

**ADMISSIONS** - Efforts have been directed at increasing the overall enrollment and academic quality of incoming students within the goals, objectives and mission set forth by the College. Applications for Fall 1993 increased over 1992 by 4%. New student enrollment headcount of 2495 represents a 3% increase from 1992. This increase was primarily in new freshmen including provisional students. Transfer enrollment declined slightly. New student enrollments at the College have spiralled by 13% during the past five years (2224 headcount to 2495). Increases in academic standards for freshmen and transfer admission have paralleled these increases in enrollment, contributing to an 12% increase in first year retention rates for the same five year period. While the Southeastern region, including South Carolina, can expect a 4-5% yearly demographic decline in the number of high school graduates until 1994, freshmen applications to the College of Charleston continue to increase 2% - 4% yearly. Moreover, increases in the number of transfers from the technical and other four-year institutions have increased consistently during all of the past 5 years (+7% yearly) with the exception of this year, helping to solidly position the Office of Admissions to successfully attain its goals.

The interest in the College from more highly qualified applicants has resulted in greater selectivity with competitive admission standards. The average SAT scores of freshmen continue to increase. For 1993 the average score was 1020 compared to 1009 in 1992 and 987 in 1989; five years ago. Evidence of increasing standards can also be observed in the percent of students entering with Advanced Placement scores (+6%); the number of freshmen students earning admission to the Honors Program (+30); and the number of entering students who previously attended Governor's School (+4).

The Office of Admissions further addressed on-going plans to better stabilize its staff and its operation to effectively deal with the increase in general inquiries and applications. The consolidation of the Office of Continuing Education with Admissions has been successfully completed and will result in better programming and services to adult students. A computerized transfer credit evaluation system has been implemented to better serve the transfer student and the two year technical colleges.

Expanded efforts include: further enhancements to the transfer evaluation process, transfer advising sessions in partnership with Trident Technical College, increased efforts to recruit minority students, expanded efforts to serve international students, and production of a new admissions recruiting video.

**CONTINUING EDUCATION** - The Continuing Education credit program provides recruitment and advisement for returning adult students. The mission is to provide entry to credit courses and programs which meet the needs of the Charleston community.

Summary statistics: Continuing Education--Credit Program Headcount

	<u>Fall</u>	<u>Spring</u>	<u>Total</u>
1984-85	743	692	1435
1985-86	713	754	1467
1986-87	770	757	1527
1987-88	671	555	1226
1988-89	696	683	1379
1989-90	464	433	897
1990-91	463	526	989
1991-92	547	457	1004
1992-93	569	467	1036
1993-94	541	378	919



The summary statistics are the headcount of adult students who registered through Continuing Education. Continuing Education is doing more recruiting, initial advising and referral of adult students to degree-seeking status than in previous years. As expected, the number of "Continuing Education" (non-degree) students had decreased as more apply for degree status and as adult students increasingly require financial assistance to continue their education (CE students cannot qualify for federal financial aid). Yet, the number of adult students attending the College of Charleston continues to increase. A summary of the growing number of "adult" (21 and over) undergraduate students follows:

<u>FALL</u> <u>'85</u>	<u>FALL</u> <u>'86</u>	<u>FALL</u> <u>'87</u>	<u>FALL</u> <u>'88</u>	<u>FALL</u> <u>'89</u>	<u>FALL</u> <u>'90</u>	<u>FALL</u> <u>'91</u>	<u>FALL</u> <u>'92</u>	<u>FALL</u> <u>'93</u>
2388	2484	2395	2532	2606	2848	3335	4007	4067
(Source: College of Charleston Factbook)								

Recruitment and advising of adult students, Welcome Sessions, of the expansion of courses at the North Area Facility, the Incentive Grant Program, Learning Strategies grants, services to the military and to senior citizens have been highlights of this year. In addition, a cycle registration plan for returning adult students provides an opportunity for a Welcome Session, placement tests if needed, advising and registration approximately once every eight weeks throughout the year. The possibility of awarding credit for nontraditional adult achievements is being explored. Other services and programs offered through Continuing Education include: participation in the informal consortium of L.E.A.R.N. (Lowcountry Educational Admissions Representatives Network) in the presentation of adult "college fairs", sponsoring the campus Organization for Nontraditional Students (ONS), selection of the Thomas A. Palmer Award recipient, and staff training opportunities for college employees.

**CENTER FOR ACADEMIC ADVISING.** The Center for Academic Advising is responsible for creating, maintaining, and updating advising files for all incoming students. As students declare majors, the Center for Academic Advising Center inputs this computer data, and forwards the advising file to the department or advisor so that student records are complete during their stay at the College. The Center also provides support for instructors of the Freshman Seminar and Learning Strategies courses, and maintains the teaching files, books, and other relevant instructional material for these two courses. Staff of the Center for Academic Advising also conducts faculty training for both of these courses, as well as advisor training for all interested College of Charleston faculty and administrators. SNAP (Special Needs Advising Plan) Services--advising primarily geared toward students with a learning disability--is also administrated through the Center for Academic Advising and most Nursing major advising is now handled by the Center. The Center is also responsible for a majority of advising for Continuing Education students.

**CAREER SERVICES.** The Office of Career Services provides a wide range of services for students and graduates including testing and counseling, workshops on choosing a major, job hunting, resumes and interviewing, job-listings- full-time, part-time and summer, on-campus recruiting and resume referral. It also maintains an extensive resource center on careers, employers and graduate education. There is considerable use of computer technology for career information (including the South Carolina Occupational Information

System), testing/assessment and administration. Highlights of '93-94 are noted below.

**1st Place electronic registration and job matching software for seniors.** There was a need to move in this direction for a variety of reasons. A commercial software package was purchased in late spring, is now being worked on and customized to our needs and will be used starting Fall '94. Seniors will purchase the necessary disks at the Bookstore. This will greatly facilitate the ease of working with seniors and referring them to employers listing positions with this office.

**Alumni Career Advising Network.** We worked closely with the Alumni Office to contact our alumni and determine interest in being a part of a career information network for all students and other alumni. The mailings, information gathering and organization of this took most of the year. We now have 270 alums in the system and it is being used. The participants are organized by major, field and state. We expect a great deal of use by students seeking career information and will also inform departments of its availability and encourage their use of it when needing resource persons.

**Major/Minor Day.** This was a new program to help students become more aware of the many academic programs and be able to talk directly with departmental personnel. We had very good participation by departments, a small number of students and will offer it again next year and evaluate it closely.

**Resume Referral.** A great number of students registered with the office were contacted about jobs and had their resumes faxed to prospective employers. The process was cumbersome and time consuming since the "matching" part of the process was not done electronically. The new 1st Place software program will make this process much faster and easier.

**Student Clubs & Organizations.** We initiated contacts with many of these and did a large number of programs for/with them. We will continue to develop this area.

**Community Services.** Collectively, the staff was involved with a large number of community based programs and events. These include: interviewing and resume presentations to the YWCA...job search and self-assessment to Air Force Base personnel...the IRS VITA (volunteer tax preparers) program...Cities-in-Schools fund raising event on campus...APO community service project as part of Fall '93 Orientation...contact point for information and applications for the National Civilian Community Corps...talk show on radio station WEZL on the Job Market and Job Search Strategies...several items on the job market and graduating seniors covered by Channel 5 and the Post and Courier...and others.

**TQM.** All professional staff participated in a year long TQM training program offered by Enrollment Management, facilitated one or several meetings and began to use it in our planning and day-to-day operations.

**Call-in Jobline.** A weekly list of selected positions are recorded and available to seniors and alumni who are registered with the office. They merely call the number which we have given to them at the time of their registration.

**Several other programs/services of special interest:**

Participated in and presented at a variety of College programs: Orientation, Open Houses, College Experience, Upward Bound, Re-Admit Workshops, Family Fall Weekend, College Connection and Spectra.

Computerization of Office- Worked closely with Academic Computing to refine the SIGI-PLUS, Strong Interest Inventory scoring and the JobHunter, a listing of full-time and part-time jobs, summer intern positions which is updated weekly. SIGI-PLUS - 886 (213 office, 573 JC Long, 197 Library) and JobHunter - 131.

Note: Myers Briggs tests given - 324 (153 individual, 171 in various groups).

Held 6 Career Fairs- 2 in Education, 1 in Business/Industry, 1 Volunteer, 1 Summer, 1 Graduate/Professional School. Number of organizations- 133 and number of students attending- 1,128.

Created and printed a new Employer brochure with College Relations.

Job location and Development Program, Off campus- 1,017 listings, 656 students hired. 65 % placement rate, total earnings of all students hired- \$1.3 million.

On campus recruiting- total of 60 organizations visited campus and interviewed 535 students. Full-time - 46 recruiters and 395 students, Part-time - 14 recruiters and 140 students.

Other recruiting - # job opportunities listed (excluding flyers) -176, # individuals' resumes faxed - 377, # notices mailed to students regarding job vacancies - 1,065, total # notices (flyers, weekly job postings, etc.) sent to office for posting - 1,051.

Staff had total of 1,338 individual appointments (1,099 by appointment, 239 by walk-in).

Met with and presented in a wide variety of classes, clubs or organizations on campus. # organizations - 72. # students - 2,429.

**COLLEGE SKILLS LAB.** The primary focus of the College Skills Lab's activities is to provide a comprehensive academic support program which promotes increased retention as well as superior scholastic achievement of the students. Key accomplishments were achieved both within the component labs and through the cooperative efforts of the entire CSL staff. The noteworthy achievements included:

**I. Student Services**

- A. Significant utilization of the CSL by students during the academic year, including Maymester and Summer Sessions. Nineteen thousand eight hundred and sixty-six (19,982) student contacts occurred during the year by means of individual appointments, seminars, workshops, in-class presentations, and the use of subject specific videos. Student contact figures represent repeat contacts with individual students during the academic year.
- B. Continued development and presentation of additional learning skills seminars by CSL staff in the areas of text study, note-taking, test-taking, time organization,

vocabulary enhancement, critical thinking, foreign language topics and preparation for exams. Targeted entering freshmen were offered assistance in critical reading techniques.

- C. Acquisition of computer and communication technology which has enabled the CSL to provide improved math, writing skills, biology, reading and study skills instruction for the College's students.
- D. Increased availability of math and writing lab tutorial services in order to meet increased demand and maximize utilization of physical facilities.
- E. Continued delivery and assessment of post-graduate test preparation courses for students planning to take the Graduate Records Exam, Law School Admission Test, Graduate Management Admission Test, Miller's Analog Test, National Teachers' Exam and the Medical College Admission Test.
- F. Recruitment, training, and evaluation of qualified peer tutors, including minority and non-traditional peer tutors/consultants, promoting the representation of diverse student populations as a part of the CSL staff.
- G. Expansion of the program for Supplemental Instruction (SI), an approach for collaborative study, directed at particular courses which have historically high rates of D's, F's and W's. Analysis of student performance data for biological science courses which SI was coupled with indicate that the program contributes to improving student performance and reducing attrition in the course.

## **II. Service to the Campus Community**

- A. Service by CSL staff to college departments, programs, professional organizations and other colleges.
- B. Increased availability of services for the College's nontraditional, summer, bridge, and Upward Bound student populations.
- C. Continued acquisitions of materials and books by the Writing Lab on Writing Across the Curriculum in order to serve as a resource center for faculty participating in the Writing Across the Curriculum Program and other faculty interested in increasing the quality of writing in their courses.
- D. Continued publication of the department newsletter to enhance communication between the College Skills Lab and the faculty, staff, students and family.

## **III. Professional Accomplishments**

- A. Presentations by members of the CSL professional and peer consultant/tutor staff at national, regional, state and local conferences and workshops which served to bring recognition to the Lab and the College.
- B. Tutor training certification achieved by the CSL peer consultants through the national program College Reading and Learning Association.



C. Articles by Writing Lab peer consultants and director have been accepted for publication in the nationally distributed Writing Lab Newsletter.

D. The Writing Lab maintains contact with other writing centers in the state.

**STUDENT INTERCULTURAL PROGRAMS.** The year 1993-94 was a busy one for the Student Intercultural Programs Office. This Office is responsible for the coordination of the recruitment and retention efforts on behalf of African American and foreign students. It also provides coordination for Study Away programs and campus wide diversity programs.

**African American and Other Minority Students** - The Office continued to assess our efforts on behalf of black students and the President's Task Force presented its recommendations for improvement of campus wide efforts. The President has accepted these recommendations and some have already been implemented. One recommendation established a permanent committee to the President. The President's Committee on Diversity and Intercultural Issues will meet for the first time in fall 94. The Director of Student Intercultural Programs will call the first meeting.

Closer coordination with Admissions was established and a full time Coordinator of Minority Recruitment was hired. In fall 1993 black student enrollment was up 33 %. The College enrolled 195 new black freshmen and transfer students. An additional increase is anticipated for Fall 94. The Director spoke at Jerusalem Baptist Church Youth Federation, the Full Faith Gospel Tabernacle/Women's Meeting, Murry Lusaine Elementary School and St. Johns High School on recruitment, early awareness and college going.

The Office continued to correspond with all scholarship recipients and all accepted students are invited to participate in the College's summer transition program (SPECTRA). During the summer of 1993, 54 students participated. Summer 1994 participation is expected to be higher.

The Office successfully competed for two grants, one from the South Carolina Securities Commission and one from Charleston County JTPA to operate two College Connection Programs. These programs served low-income rising high school seniors or high school graduates in a summer enrichment college transition program. A total of twenty nine students participated in the two programs. Three of the participants enrolled in the College for Fall 1993. An additional four of last summers rising seniors have been accepted for admission to the College in the Fall 1994 term. These programs helped the College increase its outreach to African American students and to reach an audience it might not otherwise reach.

Once again in summer 94 the Office offered the College Experience Program. From the evaluations during its inaugural year (93) the Office made the following changes. The program was changed to two, two week sessions. There were 25 slots to fill each session. Over 150 applications from all over South Carolina were received for the fifty program slots. In Session I twenty one of the twenty five students accepted attended the program. The program served three white female, one white male, one Asian male and sixteen black students. In Session II twenty one of the twenty five accepted students, attended the program. This session served one Asian, two white and eighteen black students. The program continued to be a big success. Ninety three percent of the students reported that they learned more about college life and sixty eight percent said they were more likely to attend the College of Charleston after their participation in the

College Experience Program.

The Office sponsored students to several workshops and conferences. Ten students went to the Black Student Leadership conference at the College of William and Mary. The Office provided support for three students to attend a conference on archives and collections. The students were accompanied by the Archivist at the Avery Institute. One student was sponsored to the Minority Internship Program in Washington DC. This student spent the summer working for a Washington policy agency and gaining exposure to the ins and outs of the policy making process. Her work will be evaluated by one of the College's own Political Science professors for credit.

The Office also provided support (primarily transportation and coordination) of students involved in community volunteer activities. Black students participated in the African American Read In at local libraries on 2-6-94. They also provided tutoring services from February through April through the Tri-County Homework Club and the Charleston Housing Authority.

**International and Exchange Programs** - The Office continues to provide support services to all students who come to College of Charleston from a foreign country as well as to American students who seek a study away experience. The Office specifically provides support to the foreign student population in the form of pre-application information, pre-arrival support and information, orientation and advising, and maintenance of the student's visa status. College of Charleston, American students, who wish to explore overseas study, travel or work opportunities, as well as information about national exchange possibilities are also served by the International and Exchange Programs Office. This office administers the International Student Exchange Program (ISEP), the National Student Exchange Program (NSE) and the Kansai Gaidai University Exchange in Osaka, Japan.

This year the College did not receive funding from USIA for our international exchange in Governor's school. However, the institution was able to obtain funding for this exchange from the SOROS Foundation in New York. Because of their interest in the program they expanded the number of funded slots from ten to fifteen. The Governors School had five Slovakian, five Hungarian and five students from the former Yugoslav Republics. Once again it was a successful experience for American and European students and the SOROS Foundation is already talking about funding for next years program. This Office provided the coordination for this component of Governor's School.

The Office continues to provide technical assistance to faculty members, chairs and deans and Personnel regarding the immigration matters of non-US resident foreign teaching faculty.

Hundreds of College of Charleston students continue to visit the office each month for information, assistance and referral. During the 93-94 school year there were 170 foreign students on campus from over 60 foreign countries. Three College of Charleston students went to various destinations to participate in National Student Exchange. Five students came to the College on NSE from campuses all over the country. Twelve College of Charleston students went to Europe, South America and Australia this past year on ISEP. We welcomed sixteen students to the College on ISEP. Twelve students participated in independent exchanges with Lancaster University and several other European and American colleges and universities.

**Campus wide Diversity Programming** - Social and cultural programming was provided to the entire campus during Black History Month, International Week and Women's History Month. We continued to be a resource to both on campus and off campus audiences for cross-cultural and diversity workshops and speeches. A list of this past years

presentations follows:

College Skills Lab Tutor Training	8-24-93
Charleston County Schools/Sail and Javits Teachers	8-25-93
Charleston County Schools/Teacher-In-Service	8-26-93
South Carolina Network of Women Administrators	2-02-94
Phi Delta Kappa/Lowcountry Chapter	2-10-94
South Carolina Pro-Teen Workshop	2-23-94
Campus Connections Conference	2-24-94
Gifted and Talented Student Seminar	3-29-94
Ashley Hall School for Girls/Faculty	4-11-94
Drayton Hall Middle School/8th Graders	2-25-94
Leadership Workshop/St. Johns High	5-02-94

The Office continues to sponsor the series of lunchtime forums for students, faculty and staff on diversity issues, called "Food For Thought".

**OFFICE OF FINANCIAL ASSISTANCE AND VETERANS' AFFAIRS.** The role of the Financial Assistance and Veterans' Affairs is to assist students and their families in the financing of their education. This assistance may be in the form of a combination of sources including federal, state, and institutional funds. For those students who qualify, federal assistance is available from Pell Grants, Supplemental Educational Opportunity Grants, Perkins Loans, Stafford Loans, College work Study, Parental Loans for Undergraduate Students, and Supplemental Loans to Students.

The College of Charleston provides assistance to students through institutional employment on a part-time basis, scholarships, athletic grants-in-aid, and an institutional short term installment payment plan. Scholarships, while extremely limited, are available from endowed funds and other gifts provided by the College of Charleston Foundation. In addition, many students receive awards from community and civic organizations. Veterans' benefits are available through the Veterans' Affairs Office.

**ORIENTATION.** The Orientation Office is responsible for the coordination of placement testing, advising, and registration of all new students at the College (this includes freshmen, transfer and readmitted students, as well as those matriculating from continuing education). It is also responsible for educating these new students about the rules and regulations of the College, for introducing them to student services at the College, and for helping students and their parents understand the differences between high school and college (or their previous college experience), and helps them make the appropriate adjustments.

Four hundred and fifty-four (454) students were served in the January 1994 session.



Two thousand six hundred eleven (2611) students and one thousand eight hundred seventy-six (1876) family members were served during the six orientation sessions held from June through August 1994.

The family orientation fee was increased from \$5.00 to \$15.00 in order to make improvements to the program. This optional program now has a paid coordinator and assistant, who made revisions to the program as suggested by evaluations of past family members. The amount of information distributed to family members was increased, and doughnuts are now served with the normal coffee and soft drinks in the morning. The coordinator will create and edit a newsletter which will be sent to family members who attended family orientation. The newsletter will emphasize the important role family members play in student success.

**REGISTRAR'S OFFICE** . All the functional areas of the Registrar's Office demonstrate a concerted effort toward refining, enhancing and automating the existing procedures and techniques used to provide service to students, faculty and administration. However, this progress is ongoing. Planned assessment and resulting refinement procedures have become a part of the office's continued routines. The functional areas reflecting the most effort and demonstrating the most progress in quality and quantity are:

- 1) Registration
- 2) Transcript Production
- 3) Enrollment Certification
- 4) Course Scheduling and Room Allocation
- 5) Records Update and Editing
- 6) Summer Session Travel Courses and Summer Session Publications
- 7) Customer Service

Continued planning in all areas will ultimately result in improved processing and service to all our students.

### **Accomplishments**

<u>FALL ENROLLMENTS</u>	<u>1989</u>	<u>1990</u>	<u>1991</u>	<u>1992</u>	<u>1993</u>	<u>INCREASE</u>
Undergraduate	6267	6663	7513	7821	8051	3%
Graduate	<u>511</u>	<u>1063</u>	<u>1268</u>	<u>1839</u>	<u>2515</u>	<u>37%</u>
Total	6778	7726	8781	9660	10566	16%
FTE Enrollment	5516	6007	6666	6967	7276	4%
Graduate	<u>222</u>	<u>354</u>	<u>403</u>	<u>552</u>	<u>746</u>	<u>26%</u>
Total	5738	6361	7069	7519	8022	7%

The above data are based on the official Fall Enrollment for the years 1989 through 1993 for Fall. The increases represents positive, healthy growth in both headcount and

FTE. Graduate Head Counts and FTE statistics include numerous contract courses which begin in the Summer and are graded in the Fall Term. In most cases graduate enrollments are part time so that the same per cent increase in head count will not reflect proportionately to the FTE increase as in the case of undergraduates. All services for students and faculty which the Registrar's Office provide must be rendered at the same effort whether the student is taking a three hour load or a twenty one hour load. Grades need to be processed, transcripts printed and mailed, courses and classroom scheduled, and registration must be accomplished for all these students. The following innovations represent achievements and other efficiencies.

1. Registration: Advanced notification for registration holds and impediments to registration.
2. Transcript Production: The automation of a logging and billing system to define and improve the account billing segments of transcript production.
3. Additional refinement and modification to the course scheduling to increase better usage of classrooms and ultimately better schedules for students.
4. Enhanced guidelines and procedures for Summer Schools.
5. Greater production and efficiency in all areas.

#### **Presentations and Professional Participation**

William A. Anderson:

1. Program Chair for Student Records  
C-SISU Conference - Charlotte, NC
2. Presentation: "Automated Logging and Transcript Billing "C-SISU Conference, Charlotte, NC
3. CACRAO
4. SACRAO - Session Chair, "HIV Student in Professional Schools"
5. AACRAO - Reviewer for new FERDA GUIDELINES SPRING 1994
6. NAASS

Marcia J. Bonica:

1. C-SISU
2. CACRAO
3. SACRAO
4. AACRAO
5. NAASS

**UNDERGRADUATE STUDIES.** The Office of Undergraduate Studies is responsible for the academic support services administered at the College. These services, include Orientation, the Center for Academic Advising, the Provisional Program, the Teaching Seminar, College Skills Lab, SNAP (Special Needs Advising Plan, services for students with learning disabilities), and On-Course (a computerized degree audit and advisement system) are designed to assist students in their academic life from orientation through graduation. The office additionally monitors the probation system and academic regulations as outlined in the Undergraduate Bulletin. An academic early warning system, put in place several years ago, continues to improve student academic success. This year the data on probation and academic standing show that the number of students in academic jeopardy continues to decline.

The listed services of this office form a backbone of student retention efforts at the College. Retention of students from the freshman year to the sophomore year has leveled off and exceeds the national average for institutions like the College of Charleston (public, four year, selective, degrees to the MA level).

**SCHOOL OF THE ARTS.** During the 1993 - 1994 academic year, the School of the Arts and its departments continued to enhance existing programs and to develop new programs to better serve the educational and cultural needs of students and members of the community. The School's educational and cultural programs enhance the School's image by generating important regional, national, and international attention for the School and the College/University of Charleston. The faculty and staff of the School are key to the successful development and implementation of these varied programs, and their professional development activities enhance the School of the Arts' reputation.

The 1993 - 1994 academic year was the Department of Art History's third full year as an independent department within the School of the Arts. In the previous academic year the Department designed and put into place a major program change to strengthen the academic achievements of its Departmental Majors. By adding Senior year requirements of a Senior Paper and a Methodology Seminar to the curriculum, the Department will better equip its Majors with the skills they will need to compete for top positions in graduate programs and in their careers. The Department's Library Liaison worked to help the Department and the Library establish a proper base of material to support the new Methodology Seminar and Senior Paper courses. During the Spring 1994 semester four Seniors elected to make formal presentations of their research papers and demonstrated that they had developed the skills the new courses demanded of them. These courses will play a significant role in the Department's assessment of the Major.

As a result of a 1992 - 1993 Major of the Month presentation, the students within the Department of Art History expressed an interest in learning more about careers in museums and galleries. In response to this call for information, the Department brought Dr. Elizabeth Broun, Director of the Museum of American Art, Smithsonian Institution, to the School of the Arts as the 1993 - 1994 Quattlebaum Artist-in-Residence. Dr. Broun addressed the students in class, during workshops and in a public lecture, discussing curatorial work, research and other related topics during these sessions. Under the direction of Paige Turner, Director of the Halsey Gallery, students obtained internships with organizations such as the Gibbes Museum of Art, the Charleston Area Arts Council, and the City of Charleston's Office of Cultural Affairs. These internships allowed the students to develop valuable practical experience and served to enrich their academic training.

The Addlestone Program in Low Country Studies continued to increase the Art History Department's visibility within the community with a scholarly lecture series and a seminar in Low Country Studies. The 1993 - 1994 Addlestone Lecture Series featured Valerie Raleigh Thornhill, Chair of the National Trust Centre for East Yorkshire; John Meffert, Director of the Preservation Society of Charleston; and Mary Palmer Dargan, American Society of Landscape Architects. Ms. Dargan also taught the Addlestone Seminar in Low Country Studies during Maymester. Art History Majors and members of the community attended the lectures in the series, and the response to the Maymester seminar was noteworthy.

In accordance with its long established goals, the Department of Art History is taking steps to develop its program in Historic Preservation. This program will improve the Department's ability to take advantage of its presence in such an architecturally wealthy area. The Department conducted a successful faculty search during the 1993 - 1994 academic year and hired Architectural Historian Dr. Robert Russell, Ph.D. Princeton, to



begin teaching in the Fall 1994 semester. Dr. Russell will manage the Addlestone Program. Now that the Department of Art History has added an Architectural Historian to its faculty, it is poised to work with the History Department to fully develop the Historic Preservation program at the College/University. The next step in the process of developing this program is to add a Preservation Planning specialist to the faculty.

The Art History Lecture Series and the Jack Patla Memorial Lecture Series served to complete the Department's cycle of lectures for the year. These events have excellent growth potential and serve as a means of introducing the community to the Department of Art History and its programs.

The Department awarded Bachelor of Arts degrees to twenty-one of its students in the 1993 - 1994 academic year, with one-third of these students graduating in December 1993. Alumni who majored in Art History at the College of Charleston are now in graduate programs at institutions such as American University, Pennsylvania State University, the New England School of Law in Boston, and St. Andrews University in Scotland.

Though the faculty taught upper and lower level sections with high enrollments, students within the Department continued to give them outstanding teaching evaluations. Each of the three faculty members who underwent evaluation for retention or promotion benefitted from unanimous departmental and college-wide faculty committee agreement as to the excellence of their work.

The Art History faculty aggressively pursued professional development activities during the academic year, with many of their endeavors having an international focus. Dr. David Kowal presented "The Relationship of Christian and Hindu Architecture in Portuguese India: Individuality and Interdependence" at a conference in Lisbon. He also conducted research in Portugal and India on the art of Portuguese Goa. The Fundacao Oriente in Lisbon funded the research with a major grant. Dr. Tessa Garton continued her work as a site coordinator and researcher for the Corpus of Romanesque Sculpture in Britain and Ireland. The Royal Irish Academy in Dublin funds Dr. Garton's work for this ongoing project. Dr. Frank Cossa presented "Sources of the Force: Medievalism and Zen in the Star Wars Trilogy" at the International Conference on Medievalism at the University of Leeds in Leeds, England. Dr. Mary Beth Heston published an article about the art of Martanda Varma in Perceptions of India's Visual Past and published a book review in the Journal of Asian Studies. Dr. Diane Johnson, Chair of the Department, published "Siegfried and the Rhine Maidens: Albert Pinkham Ryder's Response to Richard Wagner's Gotterdammerung" in American Art and presented "Louis Comfort Tiffany and American Art Nouveau" at the Columbia Museum of Art in Columbia, South Carolina.

The Halsey Gallery continued its tradition of exciting programming, featuring work by African American quilter Sarah Mary Taylor, holograms by Rudie Berkhout, sculpture by Elise Siegel, photographs from the Clemson University collection, and an installation by Gwylene Gallimard and Jean-Marie Mauclet. The annual student exhibition "Young Contemporaries" completed the regular exhibition season. With the Visual Arts Club as a sponsor, the Department of Studio Art brought Eleanor Heartney to the School of the Arts as an outside juror for the "Young Contemporaries" exhibition. These diverse exhibitions exposed students and members of the community to forms of work they may not have otherwise had an opportunity to view.

Also in its third year as an independent department within the School of the Arts, the Department of Studio Art boasted enrollments such that the Department was able to continue offering students the three beginning level sections it added to the course schedule in the previous year. Three Junior Majors studied abroad during the year in conjunction with the International Student Exchange Program, and twenty-four Majors graduated during the year. One of these students graduated Cum Laude in December and another student graduated Magna Cum Laude in May. Several of the Department's 1994 graduates will continue their education in graduate schools in South Carolina,

Georgia, and Quebec.

Alumni from the Department of Studio Art continue to distinguish themselves in their careers. Art in America reviewed Brian Rutenberg's one-person exhibition at Cavin-Morris Gallery in New York, New York, and Charleston magazine published a feature article about him. Paul Hitopoulos exhibited his work at the Birmingham Art Association in Birmingham, Alabama, and served as the Art Judge for the College of Charleston's literary journal, Miscellany. Carmen Prawdzik and Chris Bilton were the subjects of a two-person exhibition at the Calhoun County Museum and Cultural Center, and Joseph Burwell exhibited his work in the 1994 Piccolo Spoleto Festival Juried Exhibition.

The Department faculty maintained high professional profiles through exhibiting their work, delivering papers, obtaining commissions, and winning prestigious awards. Professor Barbara Duval was a speaker at an international conference in Montevideo, Uruguay, Professor Herb Parker was the recipient of a South Carolina Arts Commission Individual Artist Fellowship, and Professor Clifton Peacock was the winner of the American Academy in Rome's Prix de Rome. Professor Michael Phillips and Professor Michael Tyzack, Department Chair, each took part in group exhibitions and pursued other professional activities. Under the direction of Professor John Michel, the regular Friday figure drawing sessions served to supplement the students' regular class work and gave them the opportunity to work side by side with professional artists from the community. Both of the faculty members who underwent evaluation for tenure or promotion to full professor profited from unanimous committee agreement as to the superiority of their work.

The Music Department's Monday Night Recital Series provided students and the community with professional music performance programs at no charge. It is difficult to overestimate the goodwill this series creates for the Department of Music, the School of the Arts, and the College/University. The musicians who perform in the Monday Night Recital Series almost always play for a full house, and many of them spend time with students in master class sessions before or after performances. The Thursday Night Student Recital Series is similar to the Monday Night Recital Series, and it features students from the Department of Music. The Thursday Night Recital Series provides students an opportunity to develop performance experience. This series is fully under the direction of students in the College of Charleston Music Society.

The Post and Courier noted that the International Piano Series opened its 1993 - 1994 season with a "dazzling performance" by Russian pianist Valery Kuleshov, winner of the Silver Medal in the 1993 Van Cliburn International Piano Competition. In its fourth year the International Piano Series continued to bring regional and national attention to the Music Department's Piano Performance Program, establishing a standard for piano performance events in the Southeastern United States. The 1993 - 1994 Series featured other performers from France, Israel, Brazil, and the United States. Students in the Piano Performance Program had an opportunity to attend master classes with these musicians, and all of the performances in the Series are free of charge to students at the College/University.

In January, four outstanding young musicians from the Central Conservatory of Music in Beijing came to the School of the Arts to begin a performance tour of the United States. Their premiere performance took place in the Sottile Theatre on January 15. Professor Zhou, Guang-Ren, Professor of Piano at the Central Conservatory of Music, conducted a master class for students and the public in the Sottile Theatre. These musicians came to the United States in association with the International Ambassadors of Music/China and U.S.A. Cultural Exchange. In recognition of the students' visit, the City of Charleston declared the week of January 10 to be International Ambassadors of Music Week in Charleston.

In June students from Maryland, North Carolina, South Carolina, Tennessee, and



Georgia attended the School of the Arts' Summer Music Festival. The Festival provided the students with an opportunity to study with professional musicians for a two-week period and introduced them to the Department of Music. During the year preceding the Summer Music Festival, Professor Wing Ho worked with members of the community to develop benefit concerts to generate scholarship funds for students who would not be able to attend the Festival without such support. Under the direction of Professor Ho, the Summer Music Festival will become a strong part of the Music Department's recruitment plan.

In conjunction with the Summer Music Festival, Maria Curcio came to the School of the Arts to conduct master classes in piano. Madame Curcio has an international reputation as a teacher and is the subject of Dr. Douglas Ashley's 1993 book, Music Beyond Sound: Maria Curcio, a Teacher of Great Pianists. Her presence at the School of the Arts helped focus national and international attention on the Department of Music's Piano Performance Program.

Artists-in-Residence serve as an important supplement to the School of the Arts' regular educational programs. David Breitman, 1993 - 1994 Emily Remington Artist-in-Residence, came to Charleston in January to conduct a master class and perform in a recital in conjunction with the Southeastern Historical Keyboard Society's Conclave '94. Mr. Breitman performs classical concertos, chamber music, and solo works and has appeared as a soloist with the New England Bach Festival. Ross Magoulas, Professor Emeritus of Converse College, presented a master class in voice during January. This master class was free to the public, and it preceded a recital of Franz Schubert's Art Songs.

The College of Charleston Gospel Choir, under the direction of Professor Johnifer Q. Fashion, performed for the MOJA Arts Festival in Charleston and in a benefit concert for the James Island Youth Department in Charleston. The group also performed at Howard University in Washington, D.C., Xavier University in New Orleans, Florida A&M University in Tallahassee, the University of South Carolina in Columbia, and the Medical University of South Carolina in Charleston. The Charleston Pro Musica and the Madrigal Singers performed in Charleston throughout the academic year. The Charleston Pro Musica also traveled to Florence, South Carolina, and Orlando and New Smyrna Beach, Florida, to perform. The group concluded the year with performances in the 1994 Piccolo Spoleto Festival's Early Music Concert Series. Students and faculty from the Music Department took part in the 1994 Piccolo Spoleto Festival's Noon Day Series at the School of the Arts and the Early Music Concert Series. Ticket sales for the Noon Day Series generated funds for the School of the Arts' scholarship programs.

Two of the Music Department's graduates are continuing their studies abroad. Stephen Kramer is studying Piano Performance at the Chopin Academy in Warsaw, Poland, and Dean Lentz is studying Music Composition at the Academy of Performing Arts in Prague, the Czech Republic. Many of the Department's students have been active in the local arts community. Walter Morales and Jenion Tyson each worked on the Charleston TheatreWorks production of Camelot. Mr. Morales also performed extensively with the Charleston Symphony Orchestra, and he joined three of his peers in a benefit performance for Drayton Hall.

The Music faculty's professional development work ranged from publications to performances. In addition to publishing his book about Maria Curcio, Dr. Ashley also performed at institutions such as the Welsh Institute of Higher Learning in Cardiff, Wales, and the Chopin Academy in Warsaw, Poland. Dr. David Maves published Fanfare for Recorder, Consort Suite, and Piano Sonata IV. He was also the recipient of an award for musical composition from the American Society of Composers, Authors, and Publishers. Professor Ho traveled to the People's Republic of China two times during the academic year to present viola recitals in Beijing, Shenyang, Haerbin, Shanghai, and other cities. He



also performed with the Greenville Symphony Orchestra, the Savannah Symphony Orchestra, and the Charleston Symphony Orchestra. Dr. William Gudger presented "Handel's Borrowings from Telemann's '20 Kleine Fugen' of 1731" at the Handel Institute in London and "Handel's Tunes for Wesley's Hymns" at the American Society for 18th Century Studies' National Conference in Charleston. Professor Tommy Gill, an alumnus of the Department, was a featured performer on JazzSouth, a compact disc recording the Southern Arts Federation published in 1994. Professor Steve Rosenberg, Chair of the Department, published Etudes, a study guide for Alto Recorder, and traveled to the Czech Republic to begin negotiations to develop an exchange program.

During the 1993 - 1994 academic year the Department of Theatre established its Dance Minor and added three courses to the curriculum: Elementary Jazz Dance, Dance Ensemble, and Graphics for the Theatre. As part of its accreditation program, the Department is following the recommendation of the National Association of Schools of Theatre by reviewing its core curriculum and the Scenography and Performance tracks. Dr. Bob Hansen, Chair of the Department of Theatre, Speech and Communication Disorders at the University of North Carolina at Greensboro, came to the College of Charleston in March to serve as a consultant for the Department.

Premiere Theatre at the College of Charleston enriches the Department of Theatre's production program by using theatre professionals, members of the Department's faculty, and experienced Department Majors to present productions outside the Department's regular schedule. In September 1993 Premiere Theatre at the College of Charleston produced Fixin' to Die and generated a considerable amount of publicity for presenting the play, a dramatization of events in the life of Lee Atwater. Director George Furth and actor Bruce McIntosh conducted special sessions with the Department Majors during their stay in Charleston. The play was so successful that the 1994 Piccolo Spoleto Festival presented it again in May and June.

The Department was able to install a new sound system in the Robinson Theatre during the year. This new equipment has greatly improved the Department's production capabilities. This year's regular performance schedule focused on both traditional and experimental plays, with productions as varied as Marvin's Room, Shakuntala, God's Trombones, and Suddenly Last Summer, featuring students in all roles. In conjunction with its production of God's Trombones, the Department of Theatre developed Revival!, a celebration of African American history. Revival! was a festival of performances, film, lectures, and other events culminating in Gregory Hines' performance in the Sottile Theatre. In its review of Marvin's Room, The Post and Courier said that Director Robert Ivey took "the extremely difficult theme of illness and ... artfully made every small moment count." The same publication's review of Suddenly Last Summer stated that Director Evan Parry assembled the diverse elements of the production "with creativity, losing no nuance of the play's suspense, nor its symbolism."

Students in the Department of Theatre presented five productions in Theatre 220 during the 1993 - 1994 year: Poe, Scooter Thomas Makes it to the Top of the World, Ghetto Heaven, Final Dress Rehearsal, and Cougar Comedy Hour II. These productions allowed the students to experiment with writing and production in the theatre.

The Department of Theatre presented its second annual children's theatre production during May. Students and faculty produced a participation theatre adaptation of the folktale The Bremen Town Musicians and performed the production in seventeen schools and once on campus in Theatre 220. Over four thousand elementary school students in the greater Charleston area saw this production.

Representatives of professional theatre organizations adjudicated the Department productions and nominated five students for the Irene Ryan Competition. Of the students who participated in the 1994 event, one advanced to the second round of the competition. Sixteen students participated in the South Carolina Theatre Association auditions, and

twelve of them continued on to the regional Southeast Theatre Auditions. Three graduating students or alumni participated in the University Repertory Theatre Association graduate auditions, and Chris Burrell received a full graduate assistantship to the University of South Carolina to study Lighting Design and Technology.

Research, performances, conference presentations, and community service activities formed the bulk of the Theatre faculty's professional development work. Professor Jeff Frkonja conducted research on the stagecraft of the Kwakiutl Native Americans and designed the set for the Bathhouse Theatre's production of Romeo and Juliet in Seattle, Washington. Professor Mary Holloway served as the South Carolina Theatre Association's secretary and was a panelist at the Southeastern Theatre Conference's meeting in Savannah, Georgia. Professor Ivey directed two productions for Footlight Players Theatre and directed and choreographed Nunsense II for the Piccolo Spoleto Festival in Charleston. He also produced the Piccolo Spoleto Festival's Dance Festival. Professor Suzanne Celentano was the Theatre Series Coordinator for the same event. Professor Parry performed in the National Theatre Company's production of Battle of Fallen Timbers and choreographed fight scenes for Charleston TheatreWorks. Professor Allen Lyndrup, the Department Chair, presented a paper at the South Carolina Theatre Association's meeting in Florence, served as the Chair of the Southeast Theatre Conference's College and University Division, and was a member of the Arts in Basic Curriculum Planning Committee.

The Minor in Arts Management and Administration became a reality in the Spring 1993 semester. The Minor will provide students with knowledge about the special needs of the arts community and allow them to develop the basic management and accounting skills which will make them primary candidates for positions with arts organizations. The program will add new courses to its curriculum as it continues to develop.

The School of the Arts has developed a standard Open House program to introduce prospective students and their families to its four departments. Representatives from each of the departments participated in the Office of Admissions' four Open House events during the year, and students formed a discussion panel for the final Open House in the Spring 1994 semester. The panel was such a success that the School will endeavor to present a student panel during at least one Open House per semester during the next academic year. The School also hosted an event for students from the Charleston County School System's Gifted and Talented Program in the Fall and Spring semesters. The Fall event highlighted the art, theatre, and history of the Renaissance, while the Spring event focused on helping the students learn about the "college experience" in one day. In November the School of the Arts hosted the first Governor's School for the Arts' Follow-up Session. This event brought student alumni of the Governor's School for the Arts to the College of Charleston for a day of study with the School's faculty.

Scholarships are an important part of the recruitment process, and the School of the Arts continuously sought funding for scholarships during the year. The Liberace Foundation for the Performing and Creative Arts provided the School with five thousand dollars for scholarships in the 1993 - 1994 academic year. Students in the Departments of Studio Art, Music, and Theatre benefited from this generous grant. The Liberace Foundation has already informed the School that it intends to renew the grant for the 1994 - 1995 academic year. The Art History Scholarship Fund benefitted from a wine tasting during the Fall 1993 semester. A 1994 graduate hosted the event in her home and generated over one thousand dollars for Art History scholarships. The College of Charleston Jazz Ensemble also performed a benefit concert to generate scholarships for the School of the Arts' jazz students.

Dean Edward C. McGuire's 1993 negotiations with representatives of Yamaha Corporation of America resulted in an agreement which provided the Department of Music with new pianos worth more than \$200,000.00. Yamaha Corporation of America allowed

the School of the Arts' students and faculty to use the pianos during the academic year, and it will replace them with new instruments for the 1994 - 1995 academic year. The agreement provides for the maintenance of the instruments and should continue to provide the Department of Music with new pianos every year on an indefinite basis.

The School of the Arts continued its cooperative programs with other arts organizations from the Charleston arts community during the 1993 - 1994 year. The School joined with the Charleston Area Arts Council to host three workshops over the course of the Fall and Spring semesters. These workshops addressed the topics of preparing effective newsletters, publishing, and planning special fundraising events. Mark Tiedje, Media Resources Coordinator for the School of the Arts, served as one of the presenters for the newsletter workshop. As a workshop co-sponsor, the School was able to send up to ten students or faculty to each program. The School of the Arts also worked with the Charleston Area Arts Council and the South Carolina Arts Commission to make preparations for the National Association of State Arts Agencies' National Convention in the Fall Semester.

The School of the Arts' Student Advisory Committee met with Dean McGuire throughout the academic year. The Dean established the Committee in the 1991 - 1992 academic year to facilitate communication between the School's students and himself. The students used the meetings to learn about College/University policy matters, plans for the School's curriculum, security matters, and funding for the School's programs. The students also gave the Dean their suggestions for improving the environment within and around the Simons Center for the Arts. Dean McGuire has acted on one of their suggestions by installing picnic tables in the sunken courtyard outside the building. This area is very popular with the School's students as a performance and recreational space. The Visual Arts Club hosted two events in the courtyard, and the Afrikan American Performance Troupe used the space for some of its performances.

The Afrikan American Performance Troupe produced a film festival, the Kumba Celebration, and other events during the year to feature the members of its organization and other performers. The events took place in the Simons Center for the Arts, the Sottile Theatre, the Stern Student Center, and other venues. The School of the Arts is faced with the challenge of attracting more students from the College of Charleston's minority communities to its programs. The Music Department has made the College of Charleston Gospel Choir an official Department ensemble group, and it regularly features the group in the Monday Night Recital Series. The Department of Theatre has continued its commitment to including courses in African American Theatre in its curriculum. By providing the Afrikan American Performance Troupe with promotional and organizational assistance, the School is expanding its connection with minority students outside its academic programs. The departments must continue to develop projects to involve students from minority groups in all of their programs.

The School of the Arts has developed a high profile within the community, and it works to maintain its role as a cultural leader. The School of the Arts realized a significant benefit during the 1993 - 1994 academic year when it obtained a full-time Director of Operations. This position had previously been staffed on a part-time basis. The creation of the full-time position has resulted in improved coordination of the multiple events which occur in the Simons Center for the Arts and made it possible for the departments to plan more special projects. The Media Resources Coordinator created informational materials and public relations documents to support the School of the Arts' varied programs. The Calendar of Events outlined basic information about the many series the School of the Arts and its departments produce on an annual basis, special exhibitions, performances, and lectures.

The School of the Arts' primary goal is to give its students the best possible arts education within a liberal arts curriculum while meeting the diverse educational and



cultural needs of the community. To continue meeting its mandate of educating the performing and creative artists and art scholars of the future, the School of the Arts must focus its resources on developing the School's facilities, community outreach and student services, curriculum, and faculty and staff. The School of the Arts must provide the people of South Carolina with educational and cultural experiences of a quality to match or exceed those of other institutions. It must also offer courses appropriate for the Humanities requirement to students at the College of Charleston. Through these practices the School of the Arts will continue to play an important part in the advancement of the liberal arts curriculum at the College.

During the 1993 - 1994 academic year the four departments within the School of the Arts have consistently endeavored to improve the School's curriculum and its educational and cultural programs. The School's recruitment efforts have resulted in increased enrollments, and its programs have brought considerable positive attention to the College/University. The faculty and staff at the School of the Arts are dedicated to high standards of academic excellence, and they consistently strive for high quality in their teaching, administrative work, programming, and community service.

**SCHOOL OF SCIENCES AND MATHEMATICS.** The School of Sciences and Mathematics includes the departments of Biology, Chemistry, Computer Science, Geology, Mathematics and Physics. Last year, as in the past several years, the School of Sciences and Mathematics has shouldered a disproportionate share of the burden of growth in enrollment at the College. The percent growth in students in both lower- and upper-division courses was approximately double the growth rate of the entire institution. The relative rate of increase in students in upper-division classes in Sciences and Mathematics relative to other schools is particularly striking.

It was clear in the past academic year that the School of Sciences and Mathematics is growing faster than any other school, that class sizes are larger in Sciences and Mathematics than in any other school, and that the impact of increasing enrollment on Sciences and Mathematics has been more severe than it has on any other school at the College.

#### **ACCOMPLISHMENTS:**

**Faculty.** While coping with the increased pressures of enrollment, the faculty of the School of Sciences and Mathematics attracted over one million dollars in external funds in 1993-94 to support students and undergraduate programs. Funding in 1993-94 increased by 48 percent from the previous year and by a factor of fifteen over the amount of funding received just four years ago.

Table VII. Proposals and Grants from 1989 to 1994

Fiscal Year	Number of Proposals	Amount of Proposals	Number of Grants	Amount of Grants
1989-90	21	\$701,385	8	\$66,673
1990-91	26	\$1,575,590	8	\$258,508
1991-92	32	\$1,277,193	11	\$471,852
1992-93	43	\$3,933,085*	27	\$711,751
1993-94	70	\$2,926,337	32	\$1,047,634

\*Includes EHAP proposal for \$2,574,041.

The School is proud of these numbers, not only as evidence that we have faculty who are capable of competing at any level, but more importantly, because the benefit of these grants accrue directly to undergraduate and graduate programs. Faculty were not only successful in securing support for their programs, but in 1993-94 published 65 referred articles and monographs, 75 abstracts and book chapters, and presented 90 papers at professional conferences.

**Students.** Individual attention to students by faculty is still the hallmark of instruction at the College of Charleston. Nowhere is this more evident than in the emphasis of undergraduate research in the School of Sciences and Mathematics. Once again the College of Charleston made an impressive showing at the annual meeting of the South Carolina Academy of Sciences. Undergraduates from across the State presented the results of their research to audiences of scientists, mathematicians and computer scientists. Twenty-nine presentations were made by representatives from the College. Of the seven students state-wide who were recognized for the excellence of their presentations and research projects, five were from departments in the School of Sciences and Mathematics at the College of Charleston.

In summer 1994, 39 students are being paid stipends for research. Angela Chapman in Physics was selected for a graduate fellowship by the National Science Foundation. In addition, she was awarded a Department of Defense Graduate Scholarship and an AT&T Bell Laboratories Cooperative Research Fellowship. Chad E. Hudson was presented the School of Sciences and Mathematics Outstanding Student Award.

#### **PROGRAMMATIC CONSIDERATIONS AND ACCOMPLISHMENTS**

1. Sciences and Mathematics has the largest class sizes, is the fastest growing school, and is harder hit by enrollment increases than any other school at the College of Charleston.
2. Two of the departments -- Geology and Physics -- each graduated more majors than any other public university in South Carolina.
3. Environmental studies received a big boost at the College of Charleston. The MS Degree in Environmental Studies was approved by the Commission of Higher Education and will formally begin in the Fall of 1994. In addition, the School of Sciences and Mathematics successfully proposed an undergraduate minor in environmental studies. The Geology Department established an emphasis in environmental geology, the Chemistry Department emphasized its interest in a track or a BS degree in environmental chemistry, and a committee was appointed to begin drafting plans for a baccalaureate degree in environmental sciences.
4. In addition to the programmatic aspects of environmental studies, the School of Sciences and Mathematics added faculty expertise in the area of environmental studies. Funded by the Environmental Hazards Assessment Program (EHAP), the School of Sciences and Mathematics added positions in Biology, Geology, and Physics. In addition, Laney Mills in Physics studied a year while on sabbatical at the National Center for Atmospheric Research (NCAR); he will begin establishment of an atmospheric physics program at the College of Charleston.
5. The Department of Mathematics received word that Professor Robert Mignone's proposal to the National Science Foundation will be awarded in the coming

academic year. This will provide a dedicated computer classroom for the teaching of calculus courses.

6. Dependence on adjunct instruction in the School of Science and Mathematics decreased for the first time in several years. The ability to add Instructors and tenure-track faculty even in tight budget times makes us optimistic that we can continue this trend.
7. For the first time, the College of Charleston has a seat on the statewide EPSCoR Committee. Representation of the College by Wayne Paterson and Mitch Colgan provide the potential for increased research funding and activities for students and faculty.
8. The School of Sciences and Mathematics funded John Peters to begin plans for special academic programs for minority students. These will include collaborative programs with other institutions. Summer Science and Math camps and research programs for pre-college students are being considered.
9. Considerable progress was made in 1993-94 in integrating technology into classroom teaching. Two large classrooms (the "Pits") were refurbished, and one was equipped with a projector, a computer, and a laserdisc player. In addition, similar equipment was purchased by some of the departments for other classrooms.
10. The Faculty Achievement Award was established by Sciences and Mathematics. Faculty committees developed criteria and selected the first recipients. Mitchell Colgan (Geology) and Elizabeth Martin (Chemistry) received the first awards. The awards were funded by contributions to the School's "Margin of Excellence" Fund.
11. Encouraging progress was made in the long-term relief of space problems in Sciences and Mathematics. The College committed space on Bishop England property for the expansion of facilities in Sciences and Mathematics. A faculty planning committee has been appointed to prepare preliminary recommendations for an architectural consultant.
12. Great strides were made in hooking all faculty to the campus computer network. Grice Marine Lab was networked through a collaborative effort by Biology, Administrative Computing, Administrative Services, and the Office of Graduate Studies.
13. Sciences and Mathematics continued its activities in pre-college education. We were successful once again in receiving Eisenhower funding to offer the Woodrow Wilson Institutes. Several proposals for funding were submitted for pre-college activities, and faculty from SSM made over 60 presentations to pre-college audiences of teachers and students. In addition, the College became the official home of the Charleston County Hub.
14. Programs with the National Aeronautics and Space Administration (NASA) continued to benefit our undergraduate programs. Under the direction of Mitch Colgan and Phil Dustan, the South Carolina Space Grant and JOVE Programs funded student-research fellowships and laboratory equipment.



15. International efforts received a boost with a grant from the SC Space Grant Program to the Physics Department to establish a collaborative program in astronomy with the University of the Virgin Islands, a predominately black institution. Proposals for student participation in projects with the state of Brandenburg in Germany were submitted.

**SCHOOL OF BUSINESS AND ECONOMICS.** The College of Charleston's School of Business and Economics has had a wonderful year with the most significant accomplishments being (re)accreditation of the Business program and initial accreditation of the Accounting program by the American Assembly of Collegiate Schools of Business (AACSB) on April 11th. For the accounting program, this was the first possible time frame to be reviewed. AACSB standards are, in essence, the international benchmark that designates high quality for business and accounting programs and has as its basis continuous process improvement and is similar to the expectations associated with ISO 9000 and TQM. Note that at the time the School received this special recognition, there were only 22 other "undergraduate only" business programs in the country to earn such designation and only 2 other for accounting. No other business programs in the Lowcountry have earned such recognition.

Even though an enormous amount of time and effort was expended by faculty, staff, and administrators in the past year and a half associated with the self-study and team visit, the faculty and staff continued to maintain a high level of productivity which included its normal output of nearly 50 articles, books, software packages, and cases as well as ongoing efforts to apply the TQM training many of us took part in the previous year.

The degree of the School's success in terms of value added for its primary customer, our students, is never easily assessed. However, it is evident in the excerpts from a letter received in 1993-1994:

"I thought I would bring you up to date on my affairs since I graduated from the College. Probably to your astonishment, I sold my courier business and I went back to school to get an MBA from the University of South Carolina. I can honestly say, totally to your credit, that the College's undergraduate business administration degree was superior and much more comprehensive than my graduate degree from the University of South Carolina."

Additional highlights for 1993-94 are summarized in five areas:

#### **PROGRAM & CURRICULUM DEVELOPMENT**

- \* CHE approval of MS-Accountancy (starting Fall 1994)
- \* College approval of our Interdisciplinary Minors in Languages and International Business and Arts Management and Administration (with Schools of Humanities & Social Sciences and Arts respectively).
- \* CHE approval of the first Center For Entrepreneurship in South Carolina and the Center for Intermodal Transportation and Trade.
- \* Integration of additional elements of "TQM/Continuous Improvement" into our curriculum. "TQM II," a TQM tools course, is scheduled for Spring 1995.

- \* Second offering of Marketing in French is scheduled for Fall 1994.
- \* The School redeployed its faculty in order to increase its marketing research offerings to one section per semester to help foster business growth in the Lowcountry and help mitigate the closure of "Charleston Naval Center." This complements the School's expanded entrepreneurship course offerings and Center assistance.

#### **STUDENT, FACULTY, STAFF & ALUMNI DEVELOPMENT (also above)**

- \* Creation of the first School Alumni Advisory Board. Its initial objective is to enhance the existing networking between our students and the business and professional community.
- \* Dr. David Menachof was awarded a Fulbright to assist the Ukraine in transportation education and training.
- \* Professor Marsha Hass has served this year as the president of the (national) Academy of Legal Studies of Business (ALSB).
- \* Dean Howard Rudd was nominated as incoming president of the Southern Business Administration (regional deans) Association for 1994-95.
- \* Professor Jim Snyder led his seventh group of students to Western Europe this summer. They received executive briefings and tours of headquarters operations of SC subsidiaries like Miles (Bayer), Bosch, and Plusa as well as the EC Headquarters and the Port of Antwerp.
- \* Professor Gary Tidwell's innovative "White Collar Crime" Travel/Study course visited prisons from Florida to Louisiana this summer in order to give students real world insights into how business decision-making can go awry.
- \* American Packaging Corporation's Chairman, Mr. Stanley Schottland, continues to sponsor an innovative APC Internship Program. Four of the School's students were selected to work this summer for APC suppliers and/or clients.
- \* The faculty continues to produce approximately two textbooks and study guides, journal articles, software, cases and papers per faculty member per year.

#### **COMMUNITY SERVICE & PARTNERSHIP DEVELOPMENT**

- \* The Intermodal Transportation Professional Development Program graduated its 13th class since starting in 1987 with over 300 participants having completed this one year program. All sessions are taught by the School's business and government partners, many of whom serve on the program's advisory council.
- \* The South Carolina Economic Developers' School is completing its fourth year and serves approximately 28-30 participants in each of its quarterly programs. This certificate program is a unique partnership in conjunction with the Governor's Office, S.C. Department of Commerce, and South Carolina Economic Developers' Association. This year's sponsors include Kiawah Resort Associates, South Carolina State Ports Authority, NationsBank, and the School of Business & Economics.

- \* The School has initiated, in conjunction with the National Association of Purchasing Managers - Carolinas-Virginia, a monthly index which is included in the NAPM Quarterly Index and in turn is published in the "NAPM Report on Business" and the "Southern Purchaser".
- \* The accounting program appointed and met with its inaugural Accounting Advisory Board this year.

#### **RECOGNITION & FINANCIAL SUPPORT**

- \* The SC Stevedores Association established an endowed scholarship for the School's students this year with a gift of \$25,000.
- \* Due to the leadership of President Alex Sanders and Tommy Baker and the work of area legislators, as well as College staff and numerous members of the School's Advisory Boards, the S.C. Legislature and Governor Campbell approved \$1M for our Center For Entrepreneurship building. The local legislative delegation especially Glenn McConnell, Ernie Passailaigue, Larry Richter, McKinley Washington, and Mike Rose on the Senate side and Harry Hallman and Ron Fulmer on the House side did a superb job!
- \* The School Advisory Board has also provided sufficient funds to initiate our fund raising efforts and begin to take advantage of niche opportunities as they arise as well as initiate and/or help complete a number of endowed projects.

#### **ASSESSMENT & PUBLIC RELATIONS**

- \* A superb video tape for the School was also completed.
- \* The major assessment project was business reaccreditation and initial accounting accreditation and involved everyone's efforts and approximately a year and a half time frame...the team indicated to Judge Sanders in its exit interview that the School was a model program for B-Schools throughout the country.

**SCHOOL OF EDUCATION:** The School of Education includes three academic departments: the Department of Educational Foundations and Specializations, the Department of Elementary and Early Childhood Education, and the Department of Physical Education and Health. The Early Childhood Development Center, the Office of Certification and Student Teaching and the Office of Professional Development are also part of the School of Education.

The School of Education's programs are based on the philosophy that education, in the broadest sense of the word, is of paramount importance in the development of each person. An integral part of the liberal arts tradition, its teacher education and physical education programs prepare students to be lifelong learners in an ever-changing world.

The school offers three undergraduate majors: elementary education, physical education and special education. Teacher education programs are available for students with majors in elementary, physical, and special education as well as English, foreign languages, mathematics, sciences, and social studies. Additional coursework is available for student interested in early childhood and middle level education. In all programs there is a strong emphasis on field-based experiences and practical application of skills and



knowledge.

The School offers two graduate degrees, the Master of Arts in Teaching for people preparing to enter the education profession, and the Master of Education for certified educators. These degrees are offered in three areas: early childhood education, elementary education and special education. A comprehensive professional development program for South Carolina's educators is offered through the Office of Professional Development in Education.

### **THE FACULTY**

During this reporting period, there were 13 full-time faculty in the Department of Elementary and Early Childhood Education; 11 full-time faculty in the Department of Educational Foundations and Specializations; and 10 full-time faculty in the Department of Physical Education and Health. The School was supported by a dean, two assistant deans, and four administrative assistants. Three additional professionals were employed by special projects within the School. The Early Childhood Development Center employed a director and four teachers.

The productivity of the faculty in the School of Education remained high. Numerous publications, presentations, and contributions to the college and local community attest to this fact. The faculty as a whole remained highly dedicated to excellence in teaching, research, and community contributions.

### **THE STUDENTS**

Data provided for this report cover the period of June, 1993 to May, 1994. The figures are compiled by School of Education staff. The data are presented in Tables I through VII.

**Undergraduate Physical Education and Health Programs:** The undergraduate program in Physical Education and Health has a total of 156 majors. This figure is an 18% increase over last year. Strong physical activity programs were maintained for the college and greater community.

During the 1993-94 school year a total of 34 students met all requirements for graduation with an undergraduate major in physical education. This is 61% increase for physical education.

**Undergraduate Teacher Education Programs:** The number of undergraduates students admitted to teacher education programs and pending admission to teacher education programs decreased from 1534 to 1475. These figures reflect a 9% increase in the number of special education majors, a 5% decrease in the number of elementary education majors, a 7% decrease in the number of secondary and K-12 minors, and an overall decrease of 4%.

A total of 143 students were admitted to the program in elementary education, 37 in special education, and 48 in secondary/K-12 education during this same period. This represents a 23% increase in the special education program, steady admission to the secondary programs, and a 28% decrease in the elementary education program.

A total of 172 students met all requirements for graduation with an undergraduate major in elementary education (142), or special education (30). A total of 33 students graduated with other majors and certification in secondary or K-12 education. This is a steady graduation figure for the special education and secondary/K-12 programs and a 4% decrease in elementary education.

**Basic Graduate (Pre-service) Teacher Education Programs:** There are presently 125

graduate students enrolled as regular degree students in the three Master of Arts in Teaching programs, of which 27 were admitted during this reporting period. This figure reflects an overall 88% decrease in the number of student admitted to these programs during this reporting period. Special education program admissions decreased by 67%, elementary program admissions decreased by 92%, and early childhood program admissions decreased by 120%.

A total of 159 students are pending admission to the M.A.T. programs. This is an overall increase of 54%. Applications pending increased 60% in elementary education, 50% in special education and 45% in early childhood education.

**Advanced Graduate Programs:** There are 409 regular degree graduate students in the three Master of Education degree programs, of which 58 were admitted during this reporting period. The special education program admissions increased by 83%, elementary education program admissions increased by 5%, and early childhood program admissions decreased by 17%.

Graduate degrees were awarded to 81 students, with 45 receiving M.A.T. degrees and 36 receiving M.Ed. degrees. This represents a 12% increase in M.Ed. graduations and a 15% decrease in graduations from the M.A.T. programs.

**Professional Development in Education:** During this reporting period 3258 educators enrolled in graduate courses through the Professional Development in Education program. This is a 15% decrease.

#### **STANDARDIZED TEST SCORES:**

**Education Entrance Examination:** The number of EEE first time examinees from the College of Charleston decrease from 459 in 1991-92 to 389 in 1992-93. During that time, the number of people taking the test in the state decrease from 4126 to 4053. The College of Charleston "share" of preservice teachers was 10% of the total in the state.

During the 1993-94 reporting period 450 College of Charleston students took the EEE. Although this figure reflects an increase from the 1992-93 figure, these figure cannot be compared because the State's report covers test administration dates (October, March, June) that do not coincide with the College's reporting period (June, March, October).

**Test of Professional Knowledge:** During the reporting period 313 students took the Test of Professional Knowledge and 307 passed it. This is a 98% pass rate.

**National Teachers Examination (Praxis):** During the reporting period 390 students took one or more forms of the National Teachers Examination and 359 passed it. This is a 92% pass rate.

#### **THE EARLY CHILDHOOD DEVELOPMENT CENTER:**

The Early Childhood Development Center provided top-quality day care service for 60 children aged two through five, 40 of whom were children of full-time College of Charleston students, staff and faculty. All College of Charleston faculty and staff children were accommodated in the program. Over 200 community children are on the waiting list for admission to the program.

**Department of Educational Foundations and Specializations** - The Department of Educational Foundations and Specializations has the responsibility for the following:

1. the preparation of competent teachers of special needs learners (behavior disorders, learning disabilities, and mental handicaps) K-12,
2. in conjunction with academic departments, providing teacher education programs for students seeking certification to teach in secondary schools, grades 9-12, and
3. staffing the core, or "foundations," courses which are common to all teacher preparation programs in the School of Education.

The faculty is composed of eleven full-time, tenure-track, faculty members ten of whom hold the terminal degree. Other members of the faculty are: the Dean of the School of Education, the Assistant Dean for Professional Development, and the Director of the Javits Project for Gifted and Talented Students. At the graduate level two degrees are offered: (1) the Master of Arts in Teaching (M.A.T.), which leads to initial certification in an area of Special Education, and (2) the Master of Education (M.Ed.), which is intended for those who are already certified teachers. The M.Ed. is offered jointly with the Citadel, the Military College of South Carolina.

Individually and collectively, the faculty is a highly talented and productive group. The Faculty Professional Growth and Development section of this report is testament to the professionalism of the group. As teacher educators, the faculty devotes most of its efforts to the preparation of competent teachers for the children and youth of this state. A wide variety of services to the college and larger communities is also evidenced. A complementary emphasis is given to research and professional development.

**Department of Elementary and Early Childhood Education** - As one of the three academic departments within the School of Education, the Department of Elementary and Early Childhood Education serves both undergraduate and graduate students by fulfilling the following primary responsibilities.

1. The preparation of preservice teachers through state-approved teacher certification programs in elementary education with optional endorsements in early childhood education or middle school education at the undergraduate level and in elementary or early childhood education at the graduate level (M.A.T.); and,
2. The continuation of professional experiences for inservice teachers seeking advanced degrees (M.Ed.) in elementary education or early childhood education.

At the undergraduate level, the Department of Elementary and Early Childhood Education offers a major in elementary education. Most majors also apply to the Teacher Education Program for initial South Carolina Teacher Certification in the field of elementary education. Additionally, those majors may add the field of early childhood education or the field of middle school education to their teacher certification credentials.

At the graduate level, four advanced programs are offered: the Master of Arts in Teaching (elementary or early childhood education) and the Master of Education (elementary or early childhood education). The M.A.T. programs are designed for liberal arts graduates who wish to seek initial South Carolina Teacher Certification. The M.Ed. programs are designed for inservice teachers who wish advanced training in their teaching field.

Based on the Student Information System Report for Spring, 1994, there were five hundred thirty three (533) undergraduate elementary education majors enrolled with assigned advisors, and based on the Graduate Office Analysis Report for Spring Term, there were one hundred twenty four (124) elementary and early childhood education



majors in both advanced degree programs.

Thirteen full-time, tenure-track, faculty members are assigned to the department. Of the thirteen faculty members, eleven or 85% hold terminal degrees, ten or 77% of the faculty are tenured, and eight or 62% hold academic rank from associate to full professor. Sixty two percent of the thirteen faculty members have provided continuous service to the College of Charleston for more than a decade with three of those members having served twenty or more years.

**Department of Physical Education and Health** - The department experienced many positive changes during the year; a significant growth in our majors program, final planning in the renovation of the old gym, growth in faculty size and an increase of departmental faculty appointed/elected to college committees. The department continues to produce quality educational experiences while promoting positive lifestyles that will educate the whole person for a lifetime. The improvement in majors program was a welcome 70% increase, a jump that was somewhat projected, but not to this extent. The increase can be attributed to several department initiatives and a more active role to inform new students of programs, while increasing faculty involvement.

During 1993-94 school year, the internship program continued to grow and now extends into eight local agencies. This program offers education experiences and summer employment opportunities for several of our majors. The department feels this program will continue to attract students from all areas because it offers hands on professional opportunities that are valued in their professional growth.

The 100 level activity courses continued to maintain their popularity with the general study body as electives. The addition of several new activity classes have also increased variety and demand. During the coming year the department will continue its efforts to offer unique courses that meet student interest.

Excellence in faculty commitment remains moderate as judged by their continued efforts to produce various publications, presentations, and contributions to the college and local community.

**SCHOOL OF HUMANITIES AND SOCIAL SCIENCES.** The 1993-1994 academic year was the third year of operation of the School of Humanities and Social Sciences. The School comprises the academic departments of English and Communications, History, Languages, Philosophy and Religious Studies, Political Science, Psychology, and Sociology and Anthropology. It also includes the following academic programs: American Studies; African American Studies; African Studies; International Studies; Jewish Studies; Urban Studies; and Women's Studies. A minor in Criminal Justice is offered within the departments of Political Science and Sociology and Anthropology. (See the Organization Chart at the end of this report.)

The School of Humanities and Social Sciences includes approximately one half of the faculty and sustains approximately one half of the student enrollments of the College of Charleston. This large and diverse academic unit is marked by its excellence in both faculty and student productivity. The School generates nearly 50% of the College's student credit hour production at the undergraduate level.

Graduates of the School of the Humanities and Social Sciences constituted the largest single group of degree recipients at the May 1994 Commencement.

**Total numbers of degrees awarded were as follows:**

Humanities & Social Sciences	532
Business & Economics	259
Education	253
Sciences & Mathematics	220
Arts	70

The School also boasts six of the ten programs with the largest number of majors in the College. These degree programs are Psychology, Political Science, English, History, Communications, and Sociology. The popularity of these majors enables The School to have high student credit hour production at both the lower and upper division and, of course, in large part explains why it produces the largest number of bachelor's degrees. The most recent addition to the top ten majors is the degree program in Communications. This exciting new professional degree program has grown tremendously in the first full year of its availability.

#### **ACCOMPLISHMENTS:**

- \* The Communication major, offered for the first time at the College, is in full operation; this interdisciplinary major has already enlisted 339 majors, 44 of whom graduated in December and May (the number of majors indicated here differs from Institutional Research's Fall '93 data in that it reflects 146 majors that were declared in the Spring '94 semester -- a 43.06% increase in just one semester!). This program, which relies heavily on courses taught not only by the English & Communications department, but also by Political Science, Psychology, and the School of Business, has run smoothly and efficiently and shows indications of becoming one of the most popular offerings at the College.
- \* The School of Humanities and Social Sciences currently offers three graduate degrees: a Master of Arts in English (offered jointly with The Citadel); a Master of Arts in History (offered jointly with The Citadel); and a Master of Arts in Public Administration (offered jointly with the University of South Carolina). English, in its first year of operation, has 61 students enrolled; History, 119 students -- a 61% increase over last year; and Public Administration, 241 students -- a 23% increase over last year. All of these programs have proven to be very popular and are expected to enjoy continued growth and success.
- \* With support from the Provost and the Dean of Humanities and Social Sciences, the English Department hosted three very successful conferences in the spring: the American Society for Eighteenth Century Studies Conference; the Philological Association of the Carolinas Annual Conference; and the Charleston Writers' Conference.
- \* Professor Sylvia Gamboa, English Department, conceived and organized Candide Day -- a very successful, campus-wide, interdisciplinary celebration of Voltaire's famous novel. The program attracted a standing-room-only crowd in the Recital Hall.
- \* The SC Commission on Higher Education chose one of the English Department's assessment measures, the Senior Essay, as one of the "Exemplary Programs" in assessment in South Carolina.
- \* A local chapter of Lambda Alpha, the national honor society in Anthropology was established at the College this spring.
- \* The Archeology Field School, conducted by the Anthropology faculty at the Dill Plantation, in cooperation with the Charleston Museum, is in its third year of successful operation.

- \* The College Debate and Forensic Team, sponsored by the English and Communications Department completed a very successful first year. The team traveled to two tournaments and won a number of individual as well as team awards. According to the Cross-Examination Debate Association rankings, the College's team ended the year ranked 20th in the region, and 7th in the nation for schools competing for the first time.
- \* The School of Humanities and Social Sciences sponsored an exhibition debate by the touring British National Debate Team.
- \* Dr. Alpha Bah, Director of African Studies, organized and hosted the first joint Liberia-Sierra Leone Annual Conference on April 6-9, 1994, at the Lightsey Conference Center.
- \* Dean Hines and Dean Gordon Jones organized and hosted a national workshop on "Strengthening and Assessing the Academic Major" in April at the Lightsey Conference Center. The workshop was sponsored by the Association of American Colleges and Universities.
- \* The Division of Classical and Modern Languages and Literatures was created and will begin operation in the Fall 1994. It will consist of three departments -- Classics and German; French; and Spanish and Italian.
- \* The Languages Department, using a \$91,000 allocation from the College administration, opened a new and highly successful Audio Lab in January 1994. Mrs. Georgia Schlau was named Director of the Language Lab.
- \* A proposal for a Master of Arts program in "Legal Interpreting" was submitted by the Department of Languages to the SCCHE in February 1994.
- \* The Department of Psychology, in conjunction with the Dean of Humanities and Social Sciences, is investigating the need in our community for a master's level psychology program. A Letter of Intent has been submitted to CHE.
- \* The American Studies Program has been strengthened by the creation of the American Studies Advisory Committee. Dr. L. Wayne Jordan has been named program coordinator.
- \* An MA program in Health Care Ethics, jointly sponsored by the University of Charleston and the Medical University of South Carolina, has been proposed and a letter of intent has been submitted to the SCCHE. This program would be housed in the Department of Philosophy and Religious Studies.
- \* The Department of Philosophy and Religious Studies has submitted a proposal for an undergraduate major in Religious Studies to the Faculty Curriculum Committee for action in Fall 1994.

#### **PROGRAMS:**

- \* Dr. Jane Braaten, Philosophy, was named Director of the Women's Studies Program.



- \* The Women's Studies Program sponsored a comprehensive program of speakers, panels, films, etc., during Women's History Month.
- \* Dr. Jane McCollough, Political Science, was named Director of the Urban Studies Program.
- \* Dr. William Moore, Political Science, was named Director of the Masters in Public Administration Program.
- \* Dr. Marvin Dulaney has been named Director of the Avery Center and Director of African American Studies. He will also be a tenured associate professor in the History Department.
- \* The Provost, the Dean of Humanities and Social Sciences, and members of the History Department continue to develop plans for the creation of a new program in The Carolina Lowcountry and the Atlantic World. This interdisciplinary research and curricular program will contribute to the internationalization of the campus and the curriculum by providing an intellectual focus on the movement of people, ideas, cultures, languages, etc., from Europe to the southeastern United States and will emphasize the linkages with western Africa and the Caribbean.

#### **Faculty:**

The School of Humanities and Social Sciences is especially proud that one of its faculty, Dr. Larry Carlson of the Department of English and Communications, was nominated for the Governor's Professor of the Year Award for 1993-94. Dr. Carlson joins Dr. William Moore (Political Science) and Dr. Nan Morrison (English) as institutional nominees over the past three years.

- \* The College also notes with great sorrow the passing of one of the College's most distinguished faculty, Dr. George Heltai, professor Emeritus of History, who served as Chairman of the Department of History.
- \* Dr. Larry Carlson, English, received the South Atlantic Association of Departments of English Outstanding Teacher Award at the 1993 annual meeting of the South Atlantic Modern Language Association.
- \* Dr. Bret Lott, English, won the College of Charleston Distinguished Research Award.
- \* Dr. Michael Pincus, Languages, received the College of Charleston's Distinguished Service Award.
- \* Dr. Caroline Hunt, English, was one of two winners of the College of Charleston Distinguished Advising Award.
- \* Dr. Paul Allen, English, received the nationally recognized 1994 Mary Roberts Rinehart Award.
- \* Dr. Tom Heeney, English, was chosen to participate in the NEH seminar, "Giambattista Vico and Humanistic Knowledge."

- \* Dr. David Mann, Political Science, was re-elected to serve as Speaker of the Faculty for 1993-94, his fifth term. Dr. Mann was also elected First Vice-President of the Southern Association of Pre-Law Advisors.
- \* Dr. Jack Parson was named Chair of the Political Science Department in August 1993.
- \* Dr. Carla Lowrey served as Acting Chair of the Languages Department during the Spring semester.
- \* Dr. Michael Pincus was named Head of the newly created Division of Classical and Modern Languages and Literatures.
- \* Dr. Jeff Foster was named chairman of the newly created Department of French.
- \* Dr. Jozef Modzelewski and Dr. Frank Morris were named co-chairmen of the newly created Department of Classics and German.
- \* Dr. George Hopkins was named Chair of the History Department.
- \* Professor William Bischoff, Distinguished Service Professor of Psychology, the senior member of the faculty, announced his retirement effective January 1995.
- \* Dr. Jim Abbott, Professor, Philosophy/Religious Studies, is retiring from the College faculty after more than 20 years of service. He is the founding member of the department and was its chair for many years.
- \* Dr. Glen Lesses, Philosophy/Religious Studies has been a visiting Scholar at Harvard University during the 1993-1994 year.
- \* Dr. David Frankfurter, Philosophy/Religious Studies, is currently on a two year research fellowship at the Institute for Advanced Study in Princeton, NJ.
- \* Dr. Lee Drago, History, was on a Fulbright-Hays Fellowship to the University of Genoa in Italy for the Spring 1994 semester.
- \* Dr. June McDaniel, Philosophy/Religious Studies, was on a full-year Council on International Exchange Fulbright-Hays Research Fellowship in West Bengal, India.
- \* Dr. Alpha Bah, History, organized and hosted the First Joint Liberia-Sierra Leone Annual Conference. Held at the College, it was most successful, boasting 78 participants.
- \* Dr. Clark Reynolds, History, was named a member of the Department of Defense Historical Advisory Committee, and appointed to serve on the Secretary of the Navy's Advisory Subcommittee on Naval History.
- \* Dr. Jung-Fang Tsai, History, served as visiting Professor at National Taiwan University.
- \* Dr. William Olejniczak, History, served as Visiting Professor at the University of Versailles.

- \* Faculty receiving tenure and promotions effective for 1994-95:

Dr. Trish Ward, English/Communications, Tenure  
 Dr. Abdellatif Attafi, Languages, Tenure  
 Dr. Amy McCandless, History, Professor  
 Dr. Randy Sparks, History, Tenure  
 Dr. Barbara Borg, Sociology/Anthropology, Tenure  
 Dr. Brad Huber, Sociology/Anthropology, Tenure

- \* Faculty awarded Sabbaticals and other leaves:

Dr. Jane McCollough, Political Science, Fall '93  
 Dr. Beatrice Stiglitz, Languages, Fall '93  
 Dr. Gerard Montbertrand, Languages, Spring '94  
 Dr. Simone Guers, Languages, Spring '94  
 Dr. Michael Pincus, Languages, Spring '94  
 Dr. William Olejniczak, History, '93-94 Year  
 Dr. Jung-Fang Tsai, History, Fall '93  
 Dr. Simone Guers, Languages, Spring '94  
 Dr. Glen Lesses, Philosophy, '93-94 Year  
 Dr. Lee Drago, History, Spring '94 - FULBRIGHT  
 Dr. David Frankfurter, Philosophy/Religious Studies,  
 '93-94 Year  
 Dr. Anna Krauth, Languages, Spring '94  
 Dr. June McDaniel, Philosophy/Religious Studies --

#### **FULBRIGHT:**

- \* Fulbright Fellowships for 1994-95  
 Dr. Klaus deAlbuquerque, Sociology and Anthropology
- \* Other leaves granted for 1994-95  
 David Frankfurter, Philosophy & Religious Studies, second year of a two year fellowship to the Princeton Institute for Advanced Study
- \* New Faculty Appointments for 1993-94  
 English: Carolyn Russell; Susan Farrell  
 History: Marjorie Plummer; D.A. Jeremy Telman  
 (both are visiting appointments)  
 Languages: Thomas Baginski; Graciela Tissera; Massimo Maggiari; Miyoko LaPass (visiting appointment)  
 Psychology: Malcolm McGowan; Susan Simonian  
 Philosophy: Todd Grantham  
 Political Science: John Creed; Guoli Liu  
 Sociology/Anthropology: Thomas Seaman (visiting line);  
 Idee Winfield

#### **Students:**

- \* Mary Abigail Edwards, Political Science major and Summa Cum Laude graduate, received the Bishop Robert Smith Award.



- \* Jennifer Jill Whitman, Psychology major, graduated Summa Cum Laude.
- \* Brian Hulse, graduating senior, won the Katherine Walsh Award in English.
- \* Estelle McNair, recipient of the History Department's Outstanding Student Award and Departmental Honors, was awarded a 4-year fellowship at the University of Notre Dame for advanced study in medieval history.
- \* Lisa A. McKenzie, History major, received the Huguenot Society of South Carolina Prize.
- \* 42 graduating seniors have been accepted into graduate school programs:
  - 4 English
  - 7 History
  - 4 Philosophy
  - 5 Political Science
  - 14 Psychology
  - 8 Sociology/Anthropology

#### **Special Projects:**

- \* AAC Project on Re-forming the Major

The AAC project completed a very successful second year of operation. The College is one of eight institutions selected competitively to participate in a project of the Association of American Colleges on Re-forming the Major. Departments from the Schools of Humanities and Social Sciences and Sciences and Mathematics have worked on specific projects designed to bring greater coherence and integrity to majors and to explore connections between the major and the general education curriculum and among majors. Several faculty involved in the project attended the annual meeting of AAC in Washington, DC, in January 1994 and met with their counterparts from the other participating institutions. AAC has provided \$10,000 each of the past two years to support the project. Departments in the project have undertaken a variety of curricular initiatives designed to improve curricular coherence and connectedness. Perhaps the most important consequence of the project thus far has been the initiation of serious dialogue within these departments about the nature, purpose, structure, and sequencing of the major. The Faculty Curriculum Committee has adopted the criteria for strong academic majors as the criteria to be used to assess proposed changes in the curricula and proposed new programs. The project will be continued for a third year.

- \* An Amazing Grace: The Southern Lady in America (Humanities Media Project)

This project, which is directed by Dr. Elizabeth Hanson, a Research Associate of the School of Humanities and Social Sciences, is a documentary film project that includes complementary books and publications, public programs and scholarly meetings, and pilot films. The project is supported entirely from external funds raised to meet the costs of research, scripting, final production of the documentary film, and related scholarly activities. The project is being undertaken in consultation with the technological assistance of Virginia Friedman, Director of the College's Center for Media and Technology. A series of state humanities projects throughout the south are in progress and have been funded by the various humanities councils within North Carolina, Virginia,

and Mississippi. The project has been funded by grants from the following: Z. Smith Reynolds Foundation, Mary Reynolds Babcock Foundation, Mary Duke Biddle Foundation, John and Elena Amos Foundation, Irby Foundation, the Trident Community Foundation, and the Phil Hardin Foundation.

## **GRANTS AND PROFESSIONAL AND COMMUNITY SERVICES**

**SPONSORED PROGRAMS.** The Office of Sponsored Programs (OSP), located within the University component of the College of Charleston, promotes externally funded research, training, and demonstration projects. The OSP is a central source of information on major government agencies, foundations, and corporations which support research and scholarship. Staff provide assistance to faculty members, administrators, and students from conceptual development and planning through implementation and management of funded projects. Assistance is provided in identifying potential extramural funding sources; developing proposal narratives and budgets; completing standardized application forms; assuring compliance with all applicable federal and state regulations; negotiating grant awards and contracts; and administering funded projects.

**New Awards.** Grant and contract activity at the College of Charleston increased significantly during the 1993-94 Fiscal Year over the Fiscal Year 1992-93 level. Faculty and administrators were more active in efforts to secure external funding for proposed projects during the 1993-94 year than in any previous year. The number of proposals submitted to sponsoring agencies increased from 95 in Fiscal Year 1992-93 to 161 in Fiscal Year 1993-94, an increase of 69%. The total amount of funds requested from external sponsors nearly doubled (97% increase), from \$5.33 million in 1992-93 to nearly \$10.5 million in 1993-94. During this same time period, the number of awards received by the institution also increased by 35% from forty-nine in 1992-93 to sixty-six in 1993-94. The value of these awards in 1993-94 totalled \$2,442,311, an increase of 89% over the \$1,292,423 in awards received in 1992-93.

Two-thirds, or forty-four of the sixty-six awards received in Fiscal Year 1993-94, were either received directly from Federal agencies or were Federal funds passed through state or other agencies; they represent approximately \$2.13 million (87%) of the \$2.44 million in Fiscal Year 1993-94 awards. State agencies provided only two awards totalling \$17,540 (1% of the funds awarded). Seven awards were made by local governments, representing 7% of the awards received, but these awards total only 1% of funds granted (\$12,358). Seventeen awards (26% of all awards received) were from other sources including non-profit organizations, corporations, foundations, and professional organizations. Funds from these other sources total approximately \$278,000 (11% of all funds awarded during the 1993-94 Fiscal Year).

Forty of the sixty-six awards received will fund research projects, including basic and applied research and model projects. Research funds accounted for \$1.18 million, or nearly one-half of all funds awarded. Three awards, totalling approximately \$351,000 (15%) of all funds awarded, were received for curriculum development projects. Training projects account for 10 awards totalling approximately \$707,000 (29% of all funds awarded). Approximately \$155,000 (6%) of new funds were awarded for nine community service projects. Remaining funds awarded will be used for equipment purchases and student support.

**Grant and Contract Expenditures.** A modest rate of growth was also noted for actual grant and contract expenditures. These expenditures (excluding student financial aid)



totaled \$1,736,111 in Fiscal Year 1993-94, an increase of 10% over the Fiscal Year 1992-93 level. Fifty-one percent (or \$884,586) of these expenditures were for research activities, up from 46% in the previous year. The remaining expenditures were divided between training activities (25%) and public service (24%). Eighty-four percent of the expenditures, or approximately \$1.47 million, were Federal funds. State and local funds each accounted for 2% of the expenditures, and the remaining 11% of funds expended were from private sponsors.

**PROFESSIONAL SERVICES TO THE COMMUNITY.** During FY 94/95 the Office of Professional & Community Services work to accomplish several self established goals and objectives. Chief among these was to develop and market programs in five ranked areas: conferences, workshops, special programs, certificate programs and non-credit courses. The Office initiated efforts to attract to campus higher education, government, and professional association conferences. These efforts included advertising in relevant publications and professional journals. This has resulted in a net increase of 65% in the number of organizations using the Conference Center. This has resulted in a 29% increase in revenue. In addition to conference activities the Office has developed several professional education workshops and marketed them to the general public. Several of these included courses on Total Quality Management, Leadership Styles, Performance Assessment, and Public Speaking. This year, the Office developed several special topic programs which capitalized on historic Charleston and the surrounding area. One result of this activity was the successful conclusion of the College's first Elderhostel Class in five years. This Elderhostel class, based on Charleston history, was the most popular new offering during 1993-94. According to Elderhostel headquarters in Boston, over 90 individuals were placed on a waiting list for this course. The Office plans to offer 15 sections of Elderhostel during FY 95/96. Increasingly, it is assisting with the training needs of government agencies and other groups using the Conference Center. This includes recommending faculty, evaluating curriculum, and assisting with scheduling. The number of community interest courses such as interior design, antiques, and gardening has increased. Not only have the number and variety of courses and activities increased, the number of locations as also increased. The Office has conducted programs on campus, in the North Area, in Mt. Pleasant, and on-site for businesses.

In a first, the area has contracted with the South Carolina State Department of Education to facilitate and manage the Trident Area Literacy Collaborative. This activity involves working with all of the Adult Education agencies in the Trident area and coordinating a new effort to streamline the delivery of literacy training and services.

The most important accomplishment of FY 93/94 has been the increase in the number of College of Charleston faculty and staff sponsored programs. We have worked diligently in this area and it has produced results. Most departments (with a few notable exceptions) now consult with us concerning their conference and training needs.

The area has endeavored to improve the physical appearance the facility by replacing carpet and painting interior walls. Sound systems have been added in the mid-size rooms and the sound system has been upgraded in room 228. Increased utilization of the facility will mean that maintenance will continue to occupy a major portion of the areas.

In the area of Community Service, the Office initiated and have sustained Charleston's first Center for Creative Retirement. This program, based on the fact that senior citizens want to continue to learn as been very successful. In addition to lectures and programs on various subjects, day trips to Beaufort and Georgetown have been organized.

**LIBRARIES.** The mission of the College of Charleston Libraries, an administrative unit



supporting the undergraduate and graduate academic studies, is to make available the records of intellectual endeavors consistent with the present and anticipated teaching, research, and service programs of the College of Charleston and the University of Charleston. In order to fulfill this mission and remain at the center of the academic enterprise, the library staff acquires, organizes, disseminates, delivers, and preserves information resources. With the growing availability of information in electronic formats, in addition to in-house collections, the library has become the major gateway on campus for access to local, regional, national, and international information resources.

This year the library staff purchased 65 new journal titles and 10,037 new books. The number of current journal subscriptions now exceeds 2700 while the entire collection totals approximately 450,000 volumes. The degree of support that the College of Charleston library receives for new book and journal purchases is remarkable. Few academic libraries can report that both the number of new books purchased and the number of journal subscriptions rose over the prior year! External support complements the efforts to build and maintain collections with state funds. The library acquired nearly 8000 books on naval history from a bequest of Robert A. Sheridan.

The range and amount of public service activities continue to grow. The number of books circulated, the number of people using the library, the number of reference questions answered and the number of interlibrary loans supplied all increased over the previous year. The library staff has developed an electronic request process for interlibrary loans so students and faculty no longer have to complete paper forms. Overall, the staff in interlibrary loan processed 12,264 ILL transactions.

The Internet, the "information superhighway," has become the key to providing students and faculty with many new information resources. Using the Internet and the Information Access Corporation Expanded Academic Index database, the library now makes over 350 full text journals available to faculty and students. In addition, an Internet gateway allows the college community unlimited access to the OCLC FirstSearch service, a package of more than 40 different indexes and abstracts. The library staff also completed a library section of the College of Charleston gopher. Arranged according to "department libraries" or subjects, each departmental partition contains both local information such as book fund balances, lists of new books in the library, bibliographies and selected information from the Internet.

**AVERY RESEARCH CENTER.** The Avery Research Center was awarded two grants for capital improvements during 1993-4. The Center received a three-to-one matching Challenge Grant for \$200,000 from the Ford Foundation to renovate the first and third floors. The staff expect to gain additional space for storing and processing material, archival collections and building and storing exhibitions from the renovations. A classroom and small meeting room will be built as well as offices for the growing number of staff members. Noted artist, Houston Conwill, will install his art piece on the Lowcountry in the third floor auditorium space. The Center also received a special Energy Grant of \$100,000 from the governor's office to the Center which will be used for an expanded central cooling and heating system that will maintain better temperatures for archives, museum and office areas.

Dr. W. Marvin Dulaney accepted the position as Director of the Center and the African American Studies program at the College of Charleston effective September 1, 1994. Previously, Dr. Dulaney was an Associate Professor of African American History at the University of Texas at Arlington. During the past year the Avery Research Center experienced several other staff changes. Donald West, the archivist for four years, resigned in December 1993. The assistant archivist also resigned in May 1994. During this period of change Oliver B. Smalls, archivist at the Robert Scott Small Library, served ably

as Acting Director.

Through the year, twenty-eight hundred visitors toured the building. The annual German Marshall Fund brought visitors from several countries including, Portugal, Spain, Denmark, France, Germany and Hungary. Mr. Curtis Franks, Director of Museum Education and Exhibits made presentations on various African American history to many middle and high schools in the area. In addition, the Center co-sponsored various public programs with the College and community organizations. The programs included:

- A Forum - Back to Learning: Building a Culture of Learning co-sponsored with the Charleston Chapter of the NAACP.

- The Paul Robeson film festival co-sponsored with the League of Allied Arts.

- Nights of 1000 Stars - co-sponsored with STARRS, Inc.

- Charmine Cromwell's one woman show about the life of Sojourner Truth entitled, "Ain't I a Woman" co-sponsored with the Honor's Program and the Student Union for Minority Affairs at the College of Charleston.

The first exhibit prepared entirely by the Center's staff and using the Center's archives as the primary source opened in October 1993. "Black Education in Charleston County, 1865-1966: Between Struggle and Hope." The Center also showed the photographic exhibit of the iron works of master blacksmith, Philip Simmons as well as a number of film and video presentations.

More than four hundred scholars and students used the archives during this year. Recent acquisitions in to the archival collections include:

- McCottry/Smith/Turner Papers

- Charleston Chapter of Links, Inc. materials

- A Varsity Sweater of Clarence Eugene Duncan

- Gadsden Funeral Home Book Collection

- Allen Tibbs Collection: photos, negatives and articles dealing with the Charleston Negro Boys baseball team and other sports

- Two music sheets of civil rights songs by Billy Taylor

- Walter Boags, photographic collection consisting of photographs and business records covering a thirty year period in Charleston history.

**UNIVERSITY OF CHARLESTON.** The University of Charleston, was created by the Legislative Assembly of South Carolina on July 1, 1992, as a new institution for research and graduate studies. The University of Charleston and the College of Charleston together form a strong bond as a comprehensive public university serving the Lowcountry of South Carolina.

In 1993-94, the University of Charleston added two new graduate programs, the degree of Master of Science in Accountancy, and the Master of Science in Environment Studies, to its roster of graduate programs. This latter program has been approved as a joint degree program with the Medical University of South Carolina. In addition, one other Master's degree program is in the process of being approved before the Commission on Higher Education -- a Master of Arts in Legal Interpreting. This program, if approved, will be the first such degree program in the United States.

In addition, for the second year in a row, the external funding for research, training and public service increased by more than 50%. The increase this year was 50% to



approximately \$2.4 million.

Faculty research and professional development were supported during Fiscal Year 1993-94 at the departmental level and through special funding provided by the Offices of the President and Academic Affairs. Additionally, approximately \$47,000 in competitive research awards were presented to faculty members on the recommendation of the College's Committee on Faculty Research and Development.

Dr. Wayne Patterson assumed office as the first Vice-President for Research and Professional and Community Service and Dean of Graduate Studies of the University of Charleston. Dr. Patterson was formerly Associate Vice Chancellor for Research, Director of the Advanced Computation Laboratory, and Professor of Computer Science at the University of New Orleans. In addition to the position described above, Dr. Patterson also holds the rank of Professor of Computer Science at the College of Charleston.

The University of Charleston was cited by Equity in Access for having the largest percentage of minority graduate students among public institutions in the State of South Carolina (excepting South Carolina State University).

The University of Charleston, was especially active in 1993-94 in forming a number of alliances designed to improve research, graduate education, and professional and community service. A seven-university consortium, the Higher Education Consortium for Naval Base Reuse, was formed, and Vice-President Patterson elected as its first chair. The Consortium consists of the University of Charleston, Charleston Southern University, The Citadel, Johnson and Wales University, Medical University of South Carolina, South Carolina State University, and Trident Technical College, and its purpose is to aid in the redevelopment and reuse of the Charleston Naval Base and the retraining and reemployment of its personnel.

In addition, the University of Charleston participates in a regular forum uniting the three graduate deans of the state-supported institutions in Charleston; and the University of Charleston was chosen as one of the regional HUB sites for the South Carolina Systemic Initiatives project, a five-year, \$10,000,000 program funded by the National Science Foundation whose objective is the systemic improvement of mathematics and science education K-12.

**GRADUATE STUDIES.** Demand for graduate education in the Lowcountry region of South Carolina is in a dynamic period the changing nature of the economic base of the Berkeley, Charleston, Dorchester county region (i.e. the closing of U.S. Navy facilities and the cutbacks at the Medical University of South Carolina). (For example the number of degree seeking students enrolled in graduate classes in Fall, 1994 has increased 17% over 1993 enrollment.) These changes bring with them a challenge for institutions of higher education not only to meet the demand for training economically displaced individuals in new careers, but also to further educate established professionals who face an imperative to reach levels of education beyond the baccalaureate degree. Ongoing assessment of graduate level program needs is a necessity in order for the University to fulfil its mandate of providing master's level education based on the needs of the Lowcountry. To that end University officials are actively engaged in all aspects of planning for the eventual closing of the base from education counseling to future uses of base facilities.

Presently, there are thirteen graduate programs at the University of Charleston, S.C. as follows:

Masters of Arts

English (offered jointly with The Citadel)



History (offered jointly with The Citadel)

Masters of Arts in Teaching  
Early Childhood Education  
Elementary Education  
Special Education

Master of Education  
Early Childhood Education  
Elementary Education  
Special Education (Offered jointly with The Citadel)

Master of Public Administration (offered jointly with the University of S.C.)

Master of Science  
Accountancy  
Environmental Studies (offered jointly with the Medical University of South Carolina.)  
Marine Biology  
Mathematics

The University has one new program proposal and several letters of intent for new programs which were submitted to the commission of Higher Education on March 1, 1994 as follows:

Master of Arts in Legal Interpreting (program proposal submitted to the Commission on Higher Education, March 1, 1994)  
Master of Science  
Computational Science (letter of intent to the Commission on Higher Education submitted March 1, 1994)  
Health Care Ethics (letter of intent to the Commission on Higher Education submitted March 1, 1994)  
Psychology (letter of intent to the Commission on Higher Education submitted March 1, 1994)

Additionally, a program proposal is in the process of being written for an interdisciplinary Master of Education degree in Math and Science.

Master's degrees were granted to 112 men and women in the period 1993-94 with the following distribution:

Master of Education and Master of Arts in Teaching (Early Childhood, Elementary and Special Education)	81
Master of Arts in History	2
Master of Science in Marine Biology	9
Master of Science in Mathematics	2
Master of Public Administration	18

**INSTITUTIONAL EFFECTIVENESS.** A formal, comprehensive assessment program was

begun at the College of Charleston in 1989-90. As the College reorganized the academic programs under a five-school organizational structure in 1991-92, coordination of campus assessment efforts was assigned to the Office of Academic Affairs. In addition, a standing faculty committee was elected in 1991-92. The Faculty Assessment Committee is composed of eight (8) faculty while three (3) administrators, Vice President for Enrollment Management, Dean of Humanities and Social Sciences, and the Assistant Vice President for Academic Affairs assist the committee.

In order to address perceived weaknesses in the College's assessment of administrative areas, the President created an Administrative Assessment Committee. This Committee is chaired by the Senior Vice-President for Institutional Research and Planning and consists of an administrator from each Administrative Division of the College, a representative from Student Government, and the Assistant Vice-President for Academic Affairs. This latter individual serves on both the Academic and Administrative Assessment Committees and functions as a liaison between the two committees.

Recognizing that Assessment is inextricably linked to Planning, the College's Assessment program is now housed administratively in the Division of Institutional Research and Planning. The success of the College's Assessment program, however, will always be dependent upon the hard work and diligence of the entire campus community - its faculty, staff, and students.

This year's report will focus on General Education, Majors/Concentrations, Graduate Performance on Licensing and Certification exams, Academic Advising, Success of Students in Developmental Courses, Undergraduate Retention and Attrition, Academic Performance of Student Athletes and Administrative and Financial Processes. Public Service and Research will be reported in 1995. Achievement of Transfer Students, Student Development, Library Resources and Facilities will be reported in 1996.

**GENERAL EDUCATION.** The general education objectives are to develop reading, writing, and oral communication skills; to develop critical thinking and problem-solving skills; to develop familiarity with information retrieval systems; to develop a commitment to intellectual curiosity and lifelong learning; to develop global awareness; to develop an appreciation of cultural diversity; and to enhance affective development. The College's 1993-94 Faculty Assessment Committee has focussed on how well the general education program has met the first two general education objectives: to develop reading, writing, and oral communication skills; and to develop critical thinking and problem-solving skills.

The Committee reviewed several nationally standardized, critical thinking tests to measure problem-solving skills, analyzed the results of the ETS Academic Profile administered to incoming freshmen in Summer 1993 and refined the general education database.

Committee findings in the areas include the following conclusions:

1. After considerable review and discussion, the committee decided that the problem-solving component of the nationally standardized, critical thinking tests did not warrant administering another critical thinking pilot since Juniors and Seniors participated in a Critical Thinking Pilot in Spring 1993. The Assessment Committee will work with several departments in 1994-95 to determine whether problem-solving questions can be embedded in departmental examinations.
2. The ETS Academic Profile was administered to a randomly selected sample of 393



incoming freshmen in June 1993 to determine the level of general education ability of these students before they have taken any courses at the College of Charleston. The incoming freshmen scored slightly above the national norm and they scored 2 to 3 points higher than the norm on all areas tested. A sample of the 1993-94 freshmen will retake the ETS Academic Profile in Spring 1997. We will then analyze their progress from freshman status to senior status.

3. The initial College of Charleston General Database information was shared with Deans, Department Chairs, faculty and the Faculty Curriculum Committee during 1993-94. Based on the discussion with the various groups, the Committee has begun to refine the database. The second analysis of senior transcripts will be completed during Summer 1994.

**MAJORS OR CONCENTRATIONS.** During the 1993-94 academic year, all academic departments prepared revised assessment plans and indicated assessment activities to be undertaken during the year. All academic departments are using multiple measures for assessing the effectiveness of their programs. All departments have submitted final reports on assessment activities for the year to the Assessment Committee and in their departmental annual reports. Many aspects of the program assessments were clarified as a result of department faculty experimenting with locally developed tests, questionnaires, portfolios, exit interviews, and pre-test/post-test exercises for specific classes. One of the most important benefits of the assessment efforts has been the extensive discussion that has gone on in the various departments. All departmental assessments of majors and concentrations include: (1) a statement of purpose and goals consistent with the institution's goal statement contained in the five year Planning Document and approved by the faculty, administration and Board of Trustees; (2) assessment procedures for each goal and its objectives; (3) and a plan for using assessment results for improving the quality of the major.

Several departments were identified as those whose assessment implementation plans would be reported on for this year. The programs whose assessment results are reported below include Biology, Early Childhood Education, Mathematics, and Political Science. The report for the graduate program in Early Childhood Education is included as well.

Five year planning documents continue to include assessment specifically with numerous objectives in relation to the goal. These documents are reviewed and approved by the academic dean, Academic Affairs and the President. Five Year Plans are submitted each March.

**PERFORMANCE OF PROFESSIONAL PROGRAM GRADUATES ON LICENSING AND CERTIFICATION EXAMS.** During 1993-94, 390 students took the National Teacher's Examination (NTE) Specialty Area Examination between July 1993 and March 1994. They achieved an overall pass rate of 90.5%. The overall pass rates for 1990-91, 1991-92 and 1992-93 were 87.4%, 89.9% and 90.4% respectively. Nineteen percent (19%) more students took the test in 1991-92 than 1990-91 and nineteen percent (19%) more students took the NTE in 1992-93 than 1991-92. Two percent (2%) more students took the test in 1993-94 than in 1992-93.

Three hundred and thirteen (313) took the 1993-94 NTE - Professional Knowledge Examination. The overall pass rate is 98%. In 1991-92, 21.1% more students took the test than in 1990-91 and 20.6% more students took the test in 1992-93 than 1991-92. In 1993-94, nine percent (9%) more students took the test than in 1992-93.



**ACADEMIC ADVISING.** The Center for Academic Advising will develop an instrument that will accurately survey the students' opinion of Academic Advising at the College to ensure that students' advising needs are being met. The Center will also develop a system that accurately tracks student contacts with appropriate offices and personnel. Additionally, the Center will develop programs and processes to address the needs of students with learning disabilities under the College's Special Needs Advising Plan (SNAP).

**Measures:**

1. The Advising Center will work with Academic Computing, the Computer Science department and possibly other departments which have successfully developed a survey instrument in order to develop one for the Advising Center. The Center will also work with faculty to ensure that the survey instrument developed provides adequate feedback from the students to the faculty.
2. The Center will work with Undergraduate Studies, the Advising Center faculty, and the Citadel Printshop to develop a form that allows for documentation of student contacts. The Center will work with the College Skills Lab to adapt the Lab's enumeration system to meet the needs of Academic Advising in assuring accurate reporting of yearly student contacts.
3. The Center will work with Undergraduate Studies, Computer Services, and Academic Computing to develop a database that gives access to mailing labels and computer-generated merge letters to SNAP students. The Center will also conduct an initial meeting of interested faculty and staff who regularly work with students with learning disabilities to determine a structure for supporting their efforts. The Center will work with Counseling and the Student Government Association to begin the formation of a support group for students with disabilities (the Advising Center's survey of SNAP students conducted in 1993 indicated an initial interest of about 40 students in this project).

**Results:**

1. The Advising Center has obtained student surveys from several institutions and is using these surveys as a model for adoption by the College of Charleston. The Center will work with the College of Charleston School of Business, Institutional Research and Planning and other College of Charleston personnel to adapt these surveys for administration to every student who is advised for Spring 1995 classes during the Advising Registration (October, 1994).
2. The Advising Center consulted with an expert in Total Quality Management and with other Enrollment Management Deans and Directors to develop an appropriate Advising Compact Tracking System. The Center has built a flowchart showing student accessibility to the Center's present location in an effort to maximize accountability on the number of students served. Preliminary results indicated that the current location of the Center prohibits accurate assessment of intake contacts due to the multiple entrances and unmonitored interior access. Appropriate College personnel met in October 1993 to discuss the development of an inclusive database of SNAP students. During subsequent meetings consensus developed that SIS Plus was not the most efficient system to meet the needs of tracking SNAP students. Additionally, the

Advising Center played a key role in developing a state-wide Steering Committee Task Force to promote awareness of the needs of students with disabilities and to provide a support network for post-secondary educators working with students with disabilities.

3. Students with disabilities at the College met with the Advising Center and with appropriate speakers to ask questions and obtain answers on how to remedy any weaknesses that the students might have. This form also gave the students an opportunity to be heard in a safe environment that provided invaluable feedback regarding unmet student needs.

#### **Use of Findings:**

1. The Center will consider initiating a focus group of students to address improving Advising at the College and to administer a pre-survey prior to October, 1994. The survey results will be used to improve the delivery of services to the Students, Faculty and Staff. The results of this survey will be incorporated into Advisor training to sensitize Academic Advisors to students' needs and perceptions of advising. Additionally, the Advising Center will relocate in order to allow the Center to keep an accurate account of all student contacts.

**SUCCESS OF STUDENTS IN DEVELOPMENTAL COURSES.** The College of Charleston has actively sought to decrease, where appropriate, the number of students enrolled in its developmental courses. This effort has been successful and the College of Charleston has been reduced by 35% first-time, full-time freshmen who are enrolled in one or more developmental courses. The College reduced its enrollment in the Basic Writing Skills course (English 090) by 44%, without sacrificing the success of the students in the process. 89% of the total student enrollment in the English 090 course actually completed this course. 83% of these students successfully completed the course. Similarly, in an effort to reduce the number of developmental courses, the College decreased the total number of developmental courses taught in Summer and Fall 1992 by 33%. As a result, only 2.8% first-time, full-time freshmen were enrolled in developmental courses at the College last year.

**ANALYSIS OF UNDERGRADUATE RETENTION AND ATTRITION.** As a result of the College of Charleston's focus on the retention and ultimate graduation of its students, the College has experienced significant improvements in both areas. Specifically, a dramatic improvement can be seen in the graduation rates of the Colleges' students, on both a 1 year and a 5 year basis.

A review of the 1 year improvement in graduation rates from Fall 1992 to Fall 1993 reveals a 7% improvement in the College's 4 year graduation rate, an 11% improvement in the 5 year graduation rate and a 12% improvement in the 6 year graduation rate. Consequently, the four(4) year graduation rate at the College of Charleston for Fall 1993 was 40.4% which exceeds the 6 year graduation rate of only 2 years ago (37.9%).

When these graduation rates are looked at over a 5 year period (i.e. Fall 1989 to Fall 1993) the results are even more dramatic. The College has experienced a 78% improvement in its 5 year graduation rate over the last 5 years and a 87% improvement in its 4 year graduation rate over this same period.

The ultimate impact of these graduation rates and initiatives is that the College of Charleston is now at or above the graduation rates for comparable four year

comprehensive universities. The College will continue to focus its efforts on improvement of the retention and graduation of degree-seeking undergraduate students.

**ACADEMIC PERFORMANCE OF STUDENT ATHLETES.** Student athletes at the College of Charleston compare favorably to the rest of their comparable student cohorts. These student athletes outperform the general student body, as evidenced by graduation rates and comparative grade point averages. Forty-one percent (41%) of the student athletes had either a 3.0 for the Spring semester 1993 or a cumulative GPA of 3.0. The cumulative GPA of the student athletes at the College of Charleston is 2.67, as compared to a 2.65 GPA for comparable students in the general student body. Athletes at the College of Charleston receiving financial aid in 1986-87 graduated at a rate of 59%, which exceeds the Institutional average of 50% for all students.

In men's basketball (3) freshmen received financial aid in 1986-87, and all three graduated in six years. There are a number of contributing factors that lead to the success of the student athletes at the College of Charleston. First and foremost, is that the College of Charleston uses the same admissions standards for its student athletes that it employs for all other students. Factor two is that the College of Charleston decided not to take Proposition 48 non-qualifiers. The effect of this factor is to bring in student athletes who mirror the rest of the student body. Once enrolled at the College of Charleston, student athletes are encouraged to use the academic support services available to all students. This includes using the College Skills Lab, tutoring services, Learning Resource Center and other resources available.

The Director of Student Athletic Services has been in place for two years. He has implemented an Academic Monitoring System that helps to identify those student athletes who are having problems in the classroom. The system deals directly with students and faculty. It is our hope that by identifying the problems early and referring them to the support programs mentioned above, Athletics can strengthen the academic performance of the student athlete.

**ADMINISTRATIVE AND FINANCIAL PROCESSES AND PERFORMANCE.** All administrative offices are now engaged in the preparation of Annual Assessment Plans and the generation of Annual Assessment Reports, addressing Assessment results and Use of Findings for departmental improvement. Two examples of this assessment, Institutional Research and Planning and the Office of Business Affairs, are reflected below. A more comprehensive discussion of the assessment of Administrative and Financial Processes and Performance can be found in the full text of the College of Charleston's Institutional Effectiveness report.

### **BUSINESS AFFAIRS.**

#### **Outcomes:**

1. Business Affairs will secure and manage funds necessary for a strong, modern program of instruction.
2. Business Affairs will furnish the College community with better, and more timely, financial management information and support.



3. The Office will provide the opportunity for advanced training and professional development of staff to ensure better and more efficient service to the College community.

**Measures:**

1. The Office will work with state agencies, the Board of Trustees and other institutions throughout the state to make the funding needs of Higher Education and the College known.
2. Additionally, the institution's system of internal control will be reviewed and refined to ensure proper utilization of funds.
3. The Office will implement the FRS Plus, HRS Plus, BDS Plus, and the Fixed Assets Tracking System. Additionally, the Office will seek recommendations from users to determine whether the basic monthly budget report (Level 1) should be redesigned.
4. The Office will hold discussions with all departmental directors to determine the current levels of preparation needed to provide appropriate services.

**Results:**

1. The institution's share of state appropriations for FY 94-95 increased approximately \$300,000 over the previous year and, additionally, the College secured \$1,000,000 for the Center for Entrepreneurship in the School of Business. Further, the most recent audit reported that the College contained no material findings indicating that the system of internal control is functioning properly.
2. The Office continues to implement the various computer modules and has met with affected departments to resolve issues and problems specific to those departments. Results of this increased interaction improved the budget development process within both academic and administrative departments. This has prepared them to articulate their funding needs and improved their relationship between the planning and budgeting process.
3. Weekly staff meetings were held to provide an opportunity for the directors to share information about their current activities with their colleagues, with the goal being an increased familiarity of directors with other areas.

**Use of Results:**

1. Increased contact with state agencies has improved the College's funding for the first time in several years and these efforts will be continued. Business Affairs will implement a program to review system utilization to identify opportunities for productivity gains through better utilization of system features. There will also be departmental training sessions in the late summer or early fall to improve the operation of this system.

2. Based upon the improvements in the planning/budgeting process, arising out of increased communication between administrative and academic departments, Business Affairs will seek additional mechanisms to facilitate discussion among the departments.
3. Increased discussion among the directors within Business Affairs has improved the overall functioning of the division and will be continued. Additionally, professional development and educational opportunities, within existing budget levels, will be supported in order to broaden the Directors' understanding of the many aspects of Higher Education management.

## **INSTITUTIONAL RESEARCH AND PLANNING.**

### **Outcomes:**

Institutional Research and Planning (IRP) will improve the accuracy, relevancy, and rate of response of its management of information that is required as part of the institutional planning and decision making.

### **Measures:**

IRP will set a targeted goal of a response rate of complying with academic information requests on or before the date requested 90% of the time, with the remaining 10% to be met within one week of the requested date. IRP will then compare the actual response rate with the targeted rate. Additionally, in order to assure avoidance and duplication, IRP will establish a 10% duplication of effort with Administrative Computing, with this success to be determined by comparing IRP's completed project list with Administrative Computing's list.

### **Findings:**

1. IRP handled 76 requests with established due dates and delivered the requested information at or before the due date on 73 occasions, for a response rate of 96%. This exceeded the 90% targeted rate by 6%.
2. The 3 submissions occurring after the due date had the request filled within 1,4 and 7 days respectively, thereby meeting the goal of 100% within one week of the due date.
3. There was a 0% duplication of effort with Administrative Computing.

### **Use of Findings:**

1. By gathering data and carefully monitoring the response time of IRP, the office has been able to significantly improve its timeliness, thereby addressing an area of concern reflected within the institutional survey conducted last year.
2. Working in cooperation with Administrative Computing, it is now possible to virtually eliminate duplication of effort, thereby freeing both areas up for other projects and

tasks.

### **INSTITUTIONAL ADVANCEMENT**

The Office of Institutional Advancement plans and manages efforts to promote and to interpret the College of Charleston to all external constituencies and to the general public. It coordinates ongoing communications with and supports the activities of College of Charleston students, faculty, alumni and friends, fostering and maintaining close relations in keeping with the College's responsibility as a state-assisted institution of higher education. Institutional Advancement assists other departments of the institution in identifying sources of and securing private gift support for College projects and programs. Its primary objective is to generate interest in and support for the College's mission of academic excellence in liberal arts education.

The Advancement Offices, which report to the Senior Vice President for Institutional Advancement, are the Office of Alumni Services, the Office of Development, the Office of College Relations and the Office of Advancement Services. Their staffs maintain external liaison with alumni, parents and friends of the College, including businesses and industries throughout the state and region.

**THE OFFICE OF DEVELOPMENT.** The Office of Development provides counsel and assistance to the College community in order to attract private gift support to help supplement state-legislated appropriations and other government grants and contracts. Private gift support is sought from faculty and staff members, alumni, parents, friends, businesses and private foundations. With the oversight of the College of Charleston Foundation Board, the staff manages programs including an annual fund, capital and endowment giving, and planned giving, which encourages private gifts through wills, trusts, and other forms of estate or deferred giving. The sole purpose of The College of Charleston Foundation, an eleemosynary 501(c)3 Public Charities, to support the educational mission of the College of Charleston through private gift support.

**THE OFFICE OF ALUMNI SERVICES.** The Office of Alumni Services seeks to build and maintain close ties between the College and all of its alumni. The staff maintains records of more than 15,000 living alumni. Travel opportunities are presented to alumni throughout the year. Alumni are encouraged to return to the campus for a variety of programs, and special emphasis is placed on Commencement Weekend in May. Quinquennial class reunion programs are encouraged and supported by the Alumni Office, and area alumni meetings are held in cities east of the Mississippi River.

**THE OFFICE OF COLLEGE RELATIONS.** The Office of College Relations seeks to effectively project and enhance the identity of the College and University as a state-wide and regional institution by planning and managing a comprehensive internal and external communications program, including news services, publications, public relations, marketing and advertising, community relations, and special events. Publications and Periodicals produced include undergraduate and graduate student recruitment and course listings material, the alumni magazine, development communications, general public information materials, and special events publications.

**THE OFFICE OF ADVANCEMENT SERVICES.** The Office of Advancement Services has a broad range of responsibilities including: support of the programs of the offices within



Institutional Advancement through the preparation and presentation of financial, managerial and analytical reports; maintenance and administration of a computerized database to carry out the above functions; account for all revenues from the process of fund raising by receiving, recording, acknowledging, issuing receipts and properly depositing all gifts to the College and its Foundation. Management of all advance research and donor stewardship; maintenance and updating of all central files within Institutional Advancement; coordinating and assembling all information for the College's quarterly Foundation Board meetings; and management of the Blacklock House.

### **STUDENT AFFAIRS**

The Division of Student Affairs at the College of Charleston is dedicated to the facilitation of the social, physical, ethical and intellectual development of all students so that they may be responsible and effective men and women.

As educators, the student affairs staff works to create environments, provide experiences, and teach skills which enable students to develop personal value systems, explore and build healthy interpersonal relationships, discover the responsibilities of community memberships, realize their physical potential, and accept responsibility for their own development.

These goals are the basis for a student affairs curriculum which parallels and reinforces the academic curriculum. The Division recognizes that the purpose of a liberal arts education is best met when both the student affairs curriculum and academic curriculum are strong.

In the academic year 1993-94 our Alcohol and Drug Education Program won a FIPSE Grant (\$72,000) to fund special programs in our community during 1994-95. The crisis intervention team (C.A.R.E.) was invited to make several presentations nationally. The Counseling Center, Health Services and Alcohol and Drug Education programs were brought together to form a Wellness Center. Reorganization in the area of Student Life brings strengthened support to non-classroom life of students.

**LEADS.** The Substance Abuse Prevention Office seeks to develop a healthy, drug-free climate and lifestyles for College of Charleston students, faculty, and staff. The primary focus of the Substance Abuse Prevention Office is to encourage responsible decisions about alcohol and drug use. The program addresses issues that interface with the College alcohol and drug policy. The purposes of the Substance Abuse Prevention Office include: (1) to use student peer leaders to provide educational programs and assistance for students, classes, faculty, and staff; (2) to develop and adapt wellness, drug and alcohol programs for campus groups and organizations such as residence halls, athletes and greeks; (3) to reinforce the College alcohol and drug policy to incoming students using presentations and distributing printed information; (4) to ensure campus compliance with state and federal Drug-Free Schools and Workplace legislation; (5) to work in conjunction with other Charleston institutions of higher learning in developing and improving effective wellness programs; (6) to provide drug-free social programs/activities on campus, and (7) to conduct research on current campus alcohol and drug usage. LEADS (Leadership Education for Alcohol and Drug Safety) is the official student organization which provides the peer education component. LEADS members are trained in public speaking, hosting special functions, and in offering facts about alcohol and drugs. They receive internship credit, work experience, and are provided with opportunities for graduate school preparation.

## **ACCOMPLISHMENTS:**

- \* Has been awarded a \$133,000 U.S. Department of Education Grant from 1994 to 1996. The Grant focuses on Wellness Promotion.
- \* Has recently combined forces and facilities with the Student Health Services and Counseling Center to create the Student Center for Wellness.
- \* Has received outstanding evaluations by faculty and students
- \* Has served in a variety of community Leadership positions in Alcohol/Drug Prevention initiatives, including partnerships with Charleston County Schools, Charleston County Substance Abuse Commission, Womens Junior League, DHEC, and Charleston Trident Chamber of Commerce
- \* Is currently co-producing an alcohol awareness and education video to be distributed to schools throughout South Carolina.

**STUDENT HEALTH SERVICES.** The Student Health Service provides quality primary health care in an ambulatory setting to our students. The goal is to support wellness by providing early diagnosis and treatment of the conditions which our students have or develop while in attendance at the College. The area is also committed to prevention and utilize every opportunity to educate our students about their own health. Student Health Service is open 8:30 am - 5:00 pm Monday through Friday.

A comprehensive and holistic approach is taken, deriving resources from our own staff of registered nurses and physicians (whose specialties include, family practice, sports medicine, pediatrics, and dermatology) with referral to subspecialists in varying medical and ancillary fields. We work closely with other areas of the campus enlisting the aid of all divisions of student affairs (specifically Counseling and Psychological Services, LEADS, CARE, Residence Life, and the Stern Center) and that of concerned professors, deans, and the Athletics Department. Plans are under way to increase the association of Student Health with other programs on the campus to encourage overall student wellness.

From January 1993 through December 1993, 13,955 visits were made to the Student Health Service, this is an increase of 2,470 visits over the previous year.

**RESIDENCE LIFE AND HOUSING.** The residence halls at the College of Charleston provided accommodations for approximately 2000 students during the 1993-94 academic year. On-campus housing facilities included one co-ed residence hall, one residence hall for men, three residence halls for women, one apartment-style hall for women, and 20 historic houses. Residence halls have laundry facilities, vending areas, commons rooms (TV lounge), and study/computer rooms. The residence halls are divided into two areas: Area 1 - St. Philip Street, College Lodge and the Meeting Street houses; Area 2 - Wentworth, Craig, Rivers, and Bull & Coming Street houses. The management, maintenance, and policies governing residence hall living can be found in the GUIDE TO RESIDENCE LIVING.

Residence Life is considered to be an integral part of the college learning experience. The Residence Life staff provides activities, educational and social programs, and counseling/ advising that aids in fostering individual growth within the residence halls. The Residence Life and Housing Office is overseen by four department directors and the Dean of Residence Life. The Residence Life Office is responsible for four areas which are:

1) Business Affairs, including residence hall facilities and the budget; 2) Housing Assignments and Off-campus Housing; 3) Programming and Staff Development; 4) Summer Conference groups and Student Discipline/Development.

Each residence hall area is staffed with an Area Coordinator, Residence Hall Directors, and Resident Assistants. Area Coordinators are full-time professional staff



members who hold a masters degree in Student Personnel Services or a related field. Residence Hall Directors hold a bachelors degree in a related area and are pursuing a masters degree. Resident Assistants are upperclass undergraduate students who are specially trained as peer counselors. The professional and paraprofessional staff members (ACs and RHDs) are responsible for the overall administrative operation of the residence halls and for supervising a student staff of desk receptionists.

In addition, to bridge the gap between in- and out-of classroom educational experiences, faculty members have the opportunity to "adopt" a residence hall. These faculty members are invited to attend or present programs in the residence halls.

Residence Life has implemented a Five Year Refurbishing Plan, and continues to make improvements to the on-campus residence facilities. Example projects are full mattress replacement, and furniture upgrades to a number of areas on campus. New lounges and study rooms have been completed as well as exterior and interior painting.

Off-campus services provide information for students looking for an off-campus apartment. Four types of booklets are made available: 1) List of Realtors; 2) Have Apartment/Need Roommate; 3) Available Sublets; 4) Available Rental Properties.

Supporting the College's mission of Community Service, Summer Conference Housing continues to grow each year. A wide variety of groups were accommodated, including Spoleto, Governor's School, Woodrow Wilson Chemistry Institute, Upward Bound, and Camp Puff 'N Stuff. All revenue generated from summer groups is placed back into the Residence Life general fund to help keep student housing costs to a minimum.

**COUNSELING & PSYCHOLOGICAL SERVICES.** The Counseling & Psychological Services (CPS) staff offers students a wide range of psychological services which include individual, group and couples counseling and psychological testing. CPS also offers seminars and presentations on topics of interest to student groups, classes, and community organizations. Individual consultations with faculty members, parents, and college staff occur regularly regarding student concerns. Another service of CPS is to make referrals for students to other helping professionals when appropriate, and to provide crisis intervention and emergency consultation.

Staff members are active in the College community and serve on the following committees: Orientation, Multicultural Relations, Continuing Education Incentive Grant Award Committee, SPECTRA Advisory, CARE (Crisis, Awareness, Response and Education), the Advisory Committee for the College of Charleston Employee Assistance Program, and the Student Programming Committee. Staff members served as advisors to the following groups: Fellowship of Christian Athletes, Alpha Kappa Alpha Sorority, and The Gay and Lesbian Alliance.

Almost seven percent (4-5% nationwide average for campuses of less than 10,000 students) of the student body were seen for psychological counseling. Walk-in hours are offered daily during which students may see a psychologist/counselor without having an appointment. Three hundred sixty five students took advantage of this service. The Office responded to nine emergencies involving students. Approximately one hundred students were referred to CPS' psychiatric consultants for consultation regarding medication needs.

Staff members continue to be aware of the need to develop professionally, and continues to take advantage of opportunities to attend local, regional and national conferences and training seminars. Staff members attended the following meetings this year: Southeastern Conference of Counseling Center Personnel, South Carolina Psychological Association Spring Conference, Association for University and College Counseling Center Directors Conference, 36th Annual Scientific Meetings & Workshops



on Clinical Hypnosis, AID Upstate 7th Annual Counseling Seminar, The American Society of Clinical Hypnosis Workshop, Diagnostic Categories Seminars, and Anxiety Disorders Seminar.

Staff members also continue to be active in professional organizations. Membership is held in the following organizations: Association of University and College Counseling Center Directors, American Psychological Association, Christian Association of Psychological Services, S.C. Psychological Association, American Association for Counseling and Development and S.C. College Personnel Association.

All of the College's professional staff members are licensed by the S.C. Board of Examiners. The Counseling Center continues to be accredited by the International Association of Counseling Services.

**STUDENT LIFE.** Active student organizations create a sense of community on the College campus. A student's academic curriculum is greatly enhanced by the experiences, relevance and good times which leadership and participation in student organizations can afford.

There are over 115 student organizations on campus. These groups offer individuals the opportunity to develop leadership skills, pursue leisure time and recreational interests, share ideas with others of similar beliefs, and explore career opportunities. The guidelines for becoming and remaining a registered/sanctioned student organization were reviewed with each organization to ensure that proper procedures were followed. The third annual leadership workshop was offered fall semester for all student organization officers and their advisors. A trained Student Affairs professional was hired to facilitate this conference, sharing his particular expertise in motivation, leadership, and "apathy busting". A Spring workshop also offered which concentrated on team-building and integrating new leaders into their positions. The registered/sanctioned student organizations are listed below according to their purpose:

**Programming Groups:** College Activities Board, Student Union for Minority Affairs, Film Club, International Club.

**Governmental Organizations:** South Carolina Student Legislature, Student Government Association.

**Sports:** Karate, Aikido, Martial Arts, LaCrosse, Cougarettes, Crew, Weightlifting, Women's Soccer, SCUBA, Fencing.

**Performing Groups:** Gospel Choir, Center Stage

**Honor Organizations:** Alpha Epsilon Delta, Omicron Delta Kappa, Psi Chi, Sigma Iota Rho, Alpha Chi Sigma.

**Special Interest Groups:** The Music Society, Campus Amnesty, Organization for Non-Traditional Students, Alliance for Planet Earth, Gay and Lesbian Alliance, Student Chapter of the American Association on Mental Retardation, Marine Biology Graduate Student Association, Ad Club, Journalism Club, Visual Arts Club, Leadership and Education on Alcohol and Drug Safety, Pre-Law Society, Women's Forum, Student Association for Native American Studies, Black Student Union.

**Religious Organizations:** Baptist Student Union, Catholic Campus Club, Fellowship for Christian Athletes, Church of Christ Ministry, Salt and Light (Episcopal), Lutheran Student Movement, Wesley Foundation, Presbyterian Student Association, Jewish Student Union, Religious Council.

**Service Groups:** Alpha Phi Omega, Circle K. Student Alumni Association, Charleston Forty, Biology Club.

**Media Organizations:** "Comet" yearbook, "Cougar Pause" newspaper, "Miscellany" literary magazine, C of C Vision Television Production, and Media Board.

**Fraternities:** Alpha Tau Omega, Kappa Alpha, Kappa Alpha Psi, Kappa Sigma, Omega Psi Phi, Phi Beta Sigma, Pi Kappa Phi, Sigma Alpha Epsilon, Sigma Chi, Sigma Phi Epsilon, IFC (Interfraternity Council), and Pan Greek (Traditionally Black Greek Organizations).

**Sororities:** Alpha Delta Pi, Alpha Kappa Alpha, Chi Omega, Delta Delta Delta, Delta Sigma Theta, Kappa Alpha Theta, Phi Mu, Zeta Phi Beta, Zeta Tau Alpha and Panhellenic Council.

**Departmental:** Accounting Association, Biology Club, Classics Club, Film Club, Finance Club, French Club, German Club, Geology Club, History Club, Honor Program Student Association, International Studies Club, PE & Health Majors Club, Personnel Club, Philosophy Club, Physics & Engineering Club, Political Science Club, Psychology Club, Religious Studies Club, Sociology/Anthropology Club, Spanish Club, Student Port.

**STUDENT GOVERNMENT ASSOCIATION.** Each student who enrolls at the College becomes a member of the SGA. The organization is based on mutual cooperation among students, faculty, and administration. SGA is made up of a legislative council, in which elected class representatives participate; an executive board composed of student body officers; and a judicial branch. Only the representatives of these three branches are voting members of the SGA. SGA promotes activities on campus and cooperates in building a better College. Special attention was put on increasing attendance at Senate meetings, increasing voter turn-out for elections, and attending to special campus concerns such as parking, community relations, and campus safety.

**COLLEGE ACTIVITIES BOARD.** CAB's mission is to present a wide array of quality educational, recreational, and social programs for the campus community. Students chaired six program committees, gaining leadership responsibility and experience, while developing programming in the following areas: Cultural Arts, Current Issues, Just 4 Fun, Concerts, Films, and Promotions. Efforts were continued to encourage networking among College student organizations, and co-sponsorship of campus events. Programs emphasized diverse student needs, and these programs were advertised through a diverse array of promotional techniques. Such events as a comedy series, movie series, noontime concerts, and informational lectures made for a fun and educational year. The group assessed the year as a successful one and hopes to make next year even better.

**THE STERN STUDENT CENTER.** The Ballroom, Gardens and breezeway areas of the Stern Student Center were the sites of 2500+ varied events. The focus of the Stern Student Center and its programs continued to emphasize the students in a cooperative campus community. Gameroom tournaments were offered regularly during the fall semester with some participating students going on to regional competition. CAB's nightly video program was continued and encouraged. The free Legal Assistance had a full schedule weekly, with the local attorney who volunteers his time for this service counseling students on a variety of issues. Numerous renovations and refurbishment were accomplished, including the construction of new offices, hiring of new staff, and the acquisition of new and needed equipment. The continuation of the Student Manager system to administer the needs of the building at night and on weekends was a major accomplishment, with more students than ever before being hired and gaining valuable experience.

**C.A.R.E.** Crisis Assistance Response and Education (C.A.R.E.) is a voluntary assistance program for students affected by violent crime. The program is designed to work with any currently enrolled College of Charleston student who has been victimized by a violent



crime or arrested on a felony charge. C.A.R.E. offers students 24-hour emergency response and the convenience of "one-stop-shopping" to avoid revictimization, allow the student to make informed choices, and insure the immediate and long-term needs of the student are met. It does not matter whether the student lives on or off campus, or where the crime occurs within the Tri-County area. Team members are available, upon request from a victim, to: explain the reporting process and assist the student, if he/she chooses, in working with law enforcement agencies, offer immediate crisis intervention and follow-up counseling; explain the victim's rights, responsibilities and options, serve as an initial support group for the victim and other students affected by the crime; serve as a liaison for the student within the college community; work with the student during the ongoing criminal and/or civil process to reasonably accommodate possible disruption to the student's academic schedule; and monitor the progress of the student to insure that all appropriate resources have been utilized. If a student is arrested on a felony charge, team members are available to meet with the student after he/she has posted bond to: explain the severity of the offense and the upcoming judicial process; work with the student during the ongoing criminal process to reasonably accommodate disruption to his/her academic schedule; and provide the option of counseling to assist the student in successfully coping with the situation.

During the 1993-94 academic year, C.A.R.E. provided intervention/assistance to eighty-four (84) individuals. The team made over one hundred (100) presentations to students and their parents during orientation sessions, classroom lectures, mandatory meetings conducted for residence hall students and at local high schools. Information sessions targeting sensitivity in working with student victims were conducted for all Public Safety and Residence Life personnel. A video featuring students who have utilized C.A.R.E. services has been produced to use during next year's orientation sessions and at conferences. Educational programming as well as specialized events are ongoing throughout the academic year.

### **BUSINESS AFFAIRS**

The Business Affairs Division oversees all financial and physical resources at the College of Charleston. The primary goal is to secure and effectively manage funds necessary to maintain strong academic programs and support services.

All accounting, treasurer, payroll, procurement, and auxiliary services report to the Senior Vice President for Business Affairs. Auxiliary services which are directly supervised include the food service areas of cafeteria and snack bars, the bookstore and campus shop, parking, and vending. Other auxiliary service areas whose finances are managed by this division are health service, athletics, and student housing/residence halls. All financial reporting, inventory control, external financing arrangements, and capital expenditures are overseen in this division.

The total expenditures of the College, including Capital Project expenditures, are approximately \$85,000,000.

**CONTROLLER AND TREASURER.** The Controller of the College of Charleston directs the operations of two financial divisions within the institution. The Accounting Division is responsible for the processing of payments to vendors, payment of payroll salaries, disbursement of student loan checks, financial reporting to grantors of externally funded program expenditures, processing of internal management financial reports, and preparation of the College's annual financial statements. The Treasurer's division acts as



a central depository of all cash receipts, including, but not limited to, student College fee receipts. The College is audited on an annual basis by the S.C. State Auditor or his contractor to ensure compliance with state laws and policies.

**AUXILIARY SERVICES.** Auxiliary Services encompasses the managerial and operational responsibility of the College parking permit system and lots, property management, insurance, food service, Bookstore/Campus Shop, vending machines, sorority and fraternity houses and faculty housing. Dormitory facility budgeting and budget monitoring are accomplished in liaison with the Residence Life Office. These areas of operations are financially self-supporting.

**COLLEGE BOOKSTORE/CAMPUS SHOP.** During 1993-94 the Bookstore/Campus Shop operations realized sales revenues of \$2,321,623. A debit card system for the Bookstore is under consideration. All modules of the College Store Manager Point-of-Sale system were implemented. A perpetual inventory system is now in place.

**FOOD SERVICE.** Food service facilities at the College are the Cafeteria, the St. Philip Street Deli in the new dormitory and the Stern Student Center Food Court. These facilities are operated for the College by ARA Food Services. Revenue during 1993-94 was \$3,497,018. Over 2,600 students participated in meal plans. A debit card system for meal plan participants was initiated in the Fall of 1992. Over 600 students purchased food service debit cards.

**STUDENT AND FACULTY HOUSING.** This past year the College of Charleston housed over 2,000 students and six faculty and staff. Revenue during 1993-94 was \$5,300,000. A wide variety of living quarters ranging from conventional dormitories to residential homes were available. The construction of an additional dormitory is being considered.

**PARKING.** Parking permits for approximately 1,071 surface and 650 garage spaces were available during 1993-94. Revenue collected was \$380,000. The College's student and employee head counts were over 10,610 and 1,100 respectively last Fall. Additional parking areas are required and are being considered.

**VENDING.** The College's vending machine revenue was \$117,585 in 1993-94. Additional vending revenues were realized in College dormitories and the Physical Education Center.

**PUBLIC SAFETY.** On February 13, 1985, the Medical University of South Carolina and the College of Charleston merged their Public Safety Departments. This action has resulted in accelerated training, closer supervision, increase in crime prevention programs, and increased visibility of the officers.

The College of Charleston and MUSC share one Chief, one Deputy Chief, one Training Officer, one Administrative Sergeant, one Crime Prevent Lieutenant, and one Business Manager, one Business Associate, one Payroll/Personnel Clerk, and one Police Record's Clerk. In addition, the College has one Campus Commander (Captain), one Lieutenant, two Investigators, nineteen Public Safety Officers, twenty three Security Officers, three Corporals, one C.A.R.E. Sergeant, one C.A.R.E. Corporal, three Sergeants, four Dispatchers, and one ID Clerk, totalling sixty-three.

The Public Safety Department is responsible for Campus and Residence Hall Security, and the issuance of identification cards for all students, faculty, and staff. It also provides VIP security coverage, escort services, parking enforcement, crime prevention surveys, and security at athletic events. It provides an on-campus C.A.R.E. counselor. It maintains

a current locator file on all students and employees for emergency purposes. Public Safety also maintains the College Lost and Found, and handles the registration and sale of decals for bicycles. Public Safety also monitors the 23 emergency call boxes installed throughout the campus.

**DIVISION OF FIRE AND LIFE SAFETY.** The Division of Fire and Life Safety continued to maintain and improve the overall safety of the faculty, staff, and student population of the College/University of Charleston through constant monitoring and inspection of all campus buildings (105 total) and environments (including the College's three satellite locations: the Grice Marine Biological Laboratory at Fort Johnson, the Sailing Team Complex at the City of Charleston Marina, and the Remley's Point Recreational Area). The Division has a staff of four employees: a Director, a Fire Inspector, an Employee Safety Inspector, and a part-time temporary administrative assistant.

The Division of Fire and Life Safety routinely conducts monthly fire/safety inspections and reports all code violations and unsafe conditions to the appropriate department for compliance and correction. The Division is responsible for keeping the College in compliance with OSHA, EPA, DHEC, NFPA, and State Fire Marshal regulations. The Division maintains the entire Workers' Compensation Program; manages the contracts for maintenance of fire extinguishers, fire alarm systems, emergency generators, and sprinkler/standpipe systems; monitors the inspection of x-ray equipment and hazardous chemical storage; and directs hazardous chemical waste disposal. The Division is responsible for disaster preparedness and planning. The Division reviews plans for all new construction and renovation of campus buildings to ensure code compliance. The Division responds to all fire alarms, medical emergencies, and hazardous chemical incidents that occur on the campus.

The College/University of Charleston has received for the fifth year in a row an excellent rating from the State Fire Marshal's Office for its continued reduction in the number of fire and life safety code violations in 1994.

**PROCUREMENT SERVICES.** Centralized Procurement Services are conducted in three divisions (Purchasing, Supply, and Administration) under the Director of Procurement.

**Purchasing** - Effective use of the automated on-line purchasing module of the Financial Records System got a significant boost during the third year of use with the upgrade to FRS Plus. As the year ended, additional fiber optic network wiring was being installed to locations critical to increasing our customer departments use of on-line requisitioning. Refresher and upgrade training was given to 57 individuals in the 48 departments that are on-line. With the changes in the Procurement Code, significant changes have occurred in the pattern of purchases. Purchase orders for small purchases, Blanket Purchase Agreements, contracts resulting from sealed bids or proposals numbered less than 5600. Agency purchasing certification remains at \$50,000 for goods and services, consultants, and information technology allowing the College to make all but fewer than 1% of its own purchases.

**Supply** - The Central Stores provides immediate availability and consolidated buying advantage for 1,164 high use general purpose items. The addition of more items unique to specific departments and increased use of annual contracts assists in containing costs by reducing the number of small and local pick-up purchases. Office and data processing supply needs are assigned to the Central Stores buyer for better commodity management. Central Stores issues were valued at \$529,707 representing a stock turn of 2.15 on an

inventory valued at \$246,258. Central Receiving handled 10,082 issues and receipts, a 7% increase from 1992-93. The Central Warehouse is anticipating a change of location early in the new year (1995) to a facility more remote from the campus. This facility will be approximately 10,000 square feet smaller than the current facilities and will represent some unusual challenges both in receipt and storage of material and in managing distribution. A transition to a Central Stores module of Financial Records System (FRS) is also anticipated in the coming year. This new software will provide improved compatibility and maintainability, more real time accessibility, and be closer to a perpetual inventory system than what is currently in use. In conjunction with the transition, the inventory will be renumbered in a more logical scheme and a new format catalog will be produced.

The Plant Property function of Supply manages the recording, redistribution and inventory of 6,034 items of portable plant property valued at \$13,737,107 and is facilitated by the use of a computerized Plant Property Inventory System. Action is on-going to transition to the Fixed Assets module of FRS. Semi-annual inventories continue and, coupled with better reports, have aided College departments in managing the plant property for which they are responsible. Capitalization criteria remains at \$500.

**Administration** - The Minority Business Enterprise (MBE) Utilization Plan for 1993-94 included a goal to award 10% of all controllable purchases to S.C. certified minority businesses. Of the 233 MBE's solicited, 189 (81%) responded and 144 (62%) awards were made. This represented \$206,391 of our \$297,636 goal. The fact that many of the minority vendors with whom the College is able to do business choose not to become certified by the State, and thereby ineligible for reporting, continues to reduce our reportable totals. The Administrative section continues to solicit Bidders Applications for its automated Bidders List.

The overall Procurement Services goal for 1994-95 will be to maintain and improve all Procurement services (Purchasing, Supply, and Administration) by continuing to seek and implement more efficient and effective methods of operation.



## FINANCIAL REPORT

Fiscal Year Ending June 30, 1994

### Operating Funds

Education and General Revenue	
State Appropriation	\$21,456,607
Student Fees	26,036,374
Other Revenue	<u>3,326,084</u>

**Total Educational & General Revenue** \$ 50,819,065

Auxiliary Enterprises	\$13,643,249
Student Aid	2,891,434
Sponsored Instruction & Research	<u>1,628,199</u>

**Total Operating Revenue** \$ 68,981,947

### EXPENDITURES & TRANSFERS

Education and General	
Instruction	\$23,832,187
Research	490,125
Academic Support	5,672,136
Student Services	3,272,572
Institutional Support	7,130,347
Operation & Maintenance	6,462,054
Student Scholarship	909,346
Public Service	<u>179,380</u>

Total Expenditures \$47,948,147

Transfers to Plant Funds \$2,870,918

**Total Educational &  
General Expenditures & Transfers** \$50,819,065

Auxiliary Enterprises	\$13,643,249
Student Aid	2,891,434
Sponsored Instruction & Research	<u>1,628,199</u>

**Total Operating Expenditures** \$68,981,947

### STATISTICS

	<u>FALL 1993<sup>1</sup></u>	<u>FALL 1992</u>	<u>FALL 1991</u>	<u>FALL 1990</u>
<u>Total Enrollment</u>				
Head Count	10,610	9,660	8,781	7,726
Full-time Equivalent (Based on 15 Credit hours for under- graduate and 12 credit hours for graduate students)	8,022	7,519	7,069	6,361
Percent Increase/ (Decrease) in Head Count	+9.8%	+10.0%	+13.7%	+14.0%
Percent Increase/ (Decrease) in FTE	+6.7%	+6.4%	+11.0%	+10.9%
<u>Enrollment by Type of Student</u>				
Undergraduate	8,094	7,821	7,513	6,663
Degree-Seeking	7,014	6,782	6,515	6,135
Nondegree	1,080	1,039	998	528
Graduate	2,516	1,839	1,268	1,063
Degree-Seeking	331	337	273	246
Nondegree	2,185	1,502	995	817
<u>Enrollment by Class</u>				
Freshman	2,028	2,061	2,273	2,912
Sophomores	1,760	1,838	1,773	1,389
Juniors	1,650	1,504	1,292	1,011
Seniors	1,576	1,379	1,177	823
Graduate (Degree and Nondegree)	2,516	1,839	1,268	1,063
Other (Nondegree (Undergraduates))	1,080	1,039	998	528
<u>Enrollment by Sex</u>				
Male: Full-Time	2,630	2,500	2,350	2,058
Part-Time	<u>708</u>	<u>643</u>	<u>629</u>	<u>601</u>
TOTAL	3,338	3,143	2,979	2,659
Female: Full-Time	4,385	4,131	4,007	3,673
Part-Time	<u>2,887</u>	<u>2,386</u>	<u>1,795</u>	<u>1,394</u>
TOTAL	7,272	6,517	5,802	5,067
Female as a Percent of Total Head Count	68.5%	67.5%	66.1%	65.6%
Male as a Percent of Total Head Count	31.5%	32.5%	33.9%	34.4%

<sup>1</sup>Student enrollment includes those excluded by CHE; students exclusively auditing/enrolled in remedial courses, and joint program students.

	<u>FALL 1993</u>	<u>FALL 1992</u>	<u>FALL 1991</u>	<u>FALL 1990</u>
<u>Student Characteristics</u>				
Full-Time: White	6,212	5,984	5,745	5,211
Minority	803	647	612	520
Part-Time: White	3,137	2,617	2,138	1,728
Minority	458	412	286	267
State Residents	8,514	8,001	7,172	6,230
Out-of-State or Nonresidents	2,096	1,659	1,609	1,496
State Residents as a Percent of Head Count	80.3%	82.8%	81.7%	80.6%
<u>Faculty Characteristics</u>				
Professors	69	60	58	59
Associate Professors	102	106	99	103
Assistant Professors	135	121	103	89
Other	33	26	25	25
% with Terminal Degrees	92%	86%	85%	84%
% with Tenure	65%	64%	76%	79%
Sections taught <sup>2</sup>	1,606	1,581	1,390	1,287
Credit Hours Generated	118,090	111,129	104,826	94,351
Average Class Size	26.1	26.1	26.8	26.4
<u>FTE Students to FTE Faculty Ratio</u>				
FTE Students	8,022	7,519	7,069	6,361
FTE Faculty	418.14	393.57	356.68	324.93
Ratio	19.2:1	19.1:1	19.82:1	19.58:1
<u>Average Salaries by Rank<sup>3</sup></u>				
Professor	\$ 47,108	\$ 47,581	\$ 46,506	\$ 46,353
Associate Professor	40,750	41,341	39,876	40,351
Assistant Professor	31,710	31,525	30,579	30,736
Instructor	24,550	24,084	22,974	22,952

<sup>2</sup>Each section of a course or lab is counted separately, however, independent studies, tutorials, practicums, thesis research, applied music, and bachelors essays are not included.

<sup>3</sup>The average 9-month roster faculty salaries are weighted by the actual classroom teaching loads; therefore, a decrease may be the result of leaves, sabbaticals, and reduced teaching loads, as well as promotions and retirements.



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